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ABSTRACT

Project Process, funded through the Elementary and Secondary Education Act Title VIII, is an integrated model within the existing school system concentrating on reducing the number of dropouts via an institutional change strategy. The basic goal of the project is to develop a flexible atmosphere where learning can take place. Within this goal is the assumption that this can be accomplished for a long run effect only if the project focuses on treating the underlying problems rather than the symptoms of the problems. This leads to the premise that adolescents do not by their very nature tend to drop out of learning (school), but are pushed out (of school) by factors within the school, home, or community that necessarily need to change. The evaluation program is designed to provide the necessary procedures and skills for the collection, organization, analysis, interpretation, and reporting of descriptive data and comparative data throughout the entire project. This process began with the delineation of objectives in performance terms from the goals of Project Process and the programs to be implemented. Its nature is such that it allows for process modifications while insuring the interpretation of expected and unexpected outcomes in terms of recorded measurements, observations, input, and process information. (Author/JM)

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FINAL EVALUATION REPORT
YEAR III, 1971-1972
PROJECT PROCESS
TITLE VIII, SECTION 807, E.S.E.A.
FALL RIVER, MASSACHUSETTS

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U. S. OFFICE OF EDUCATION
DROPOUT PREVENTION PROGRAMS
TITLE VIII
ELEMENTARY AND SECONDARY EDUCATION ACT

JULY 10, 1972

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Robert J. Nagle
ROBERT J. NAGLE, SUPERINTENDENT

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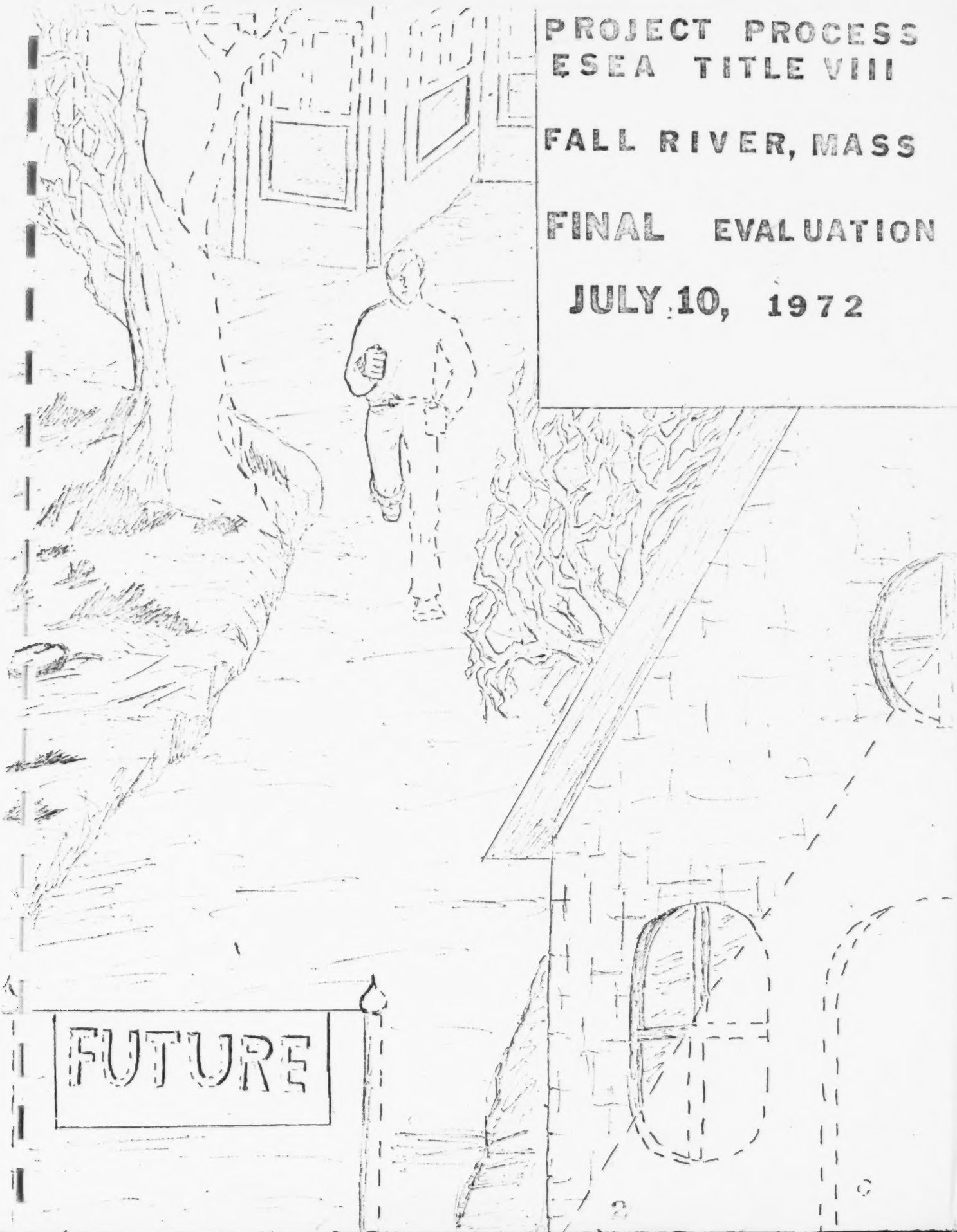

PROJECT PROCESS
ESEA TITLE VIII

FALL RIVER, MASS

FINAL EVALUATION

JULY 10, 1972

DESIGNED AND ILLUSTRATED

BY

ARTHUR PATRICIO

Q-SCHOOL STUDENT

ABSTRACT

PROJECT PROCESS
FALL RIVER, MASSACHUSETTS

Project PROCESS is a Federally sponsored program under the provisions of Title VIII of public law 90-247. The project is made up of four components: Management and Evaluation, Staff Development, Special Services, and a Curriculum Component. Five target schools comprising 38% (4,900) of the city's public school enrollment have full day PROCESS programs ongoing.

The City of Fall River is an old mill town with a population of 98,000, better than half of whom are of Portuguese descent. The majority of workers are blue collar earning less than $100 per week.

The promotion of institutional change is the major goal of the project. It consists of a comprehensive attack on the problems, not the symptoms, of the total community.

A management by objectives model of accountability has been employed with much success. Many of these objectives center around the problems of the potential dropouts and other disenfranchised students. Some major accomplishments to date include: significant increases in reading achievement and self-concept; attitude and behavior modifications of students, teacher, and administrators; increased student attendance; cooperative planning and decision-making as a significant reorientation; parent and teacher involvement in the decision-making process; and decreases in the drop out rate at various levels.

PROJECT PROCESS

FINAL EVALUATION REPORT

JULY 10, 1972

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PROJECT PROCESS

A Model

To Promote

Institutional Change

.....What I am after is an alternative to separation and rage, some kind of connection to things to replace the system of dependence and submission - the loss of self - that now holds sway, slanted toward violence. I am trying to articulate a way of seeing, of feeling, that will restore to the young a sense of manhood and potency without at the same time destroying the past. In a sense, then, I am calling for a reversal of most educational thought. The individual is central; the individual, in the deepest sense, is the culture, not the institution. His culture resides in him, in experience and memory, and what is needed is an education that has as its base the sanctity of the individual's experience and leaves it intact....

(Peter Marin, "The Open Truth and Fiery Vehemence of Youth")

PROJECT PROCESS

FINAL EVALUATION REPORT

Overview of Project PROCESS

CHAPTER I

Context. Project PROCESS, funded through the Elementary and Secondary Education Act Title VIII, is an integrated model within the existing school system concentrating on reducing the number of dropouts via an institutional change strategy. The project has completed its third year of funding ($425,000). Yearly, a reassessment of the project and of the participants is conducted with the involvement of students, parents, administrators, teachers, and project staff. The components which make up this project are as follows:

Management Component
Instructional Component
Staff Development Component
Special Services Component

Each of these components is described in a separate Chapter of this final evaluation report.

Fall River an economically depressed area for over fifty years, is an old mill town located on the seashore in Southeastern Massachusetts. The makeup of the community is heavily oriented toward blue collar workers with about half of the population of foreign stock. Because the average weekly salary in the mills is less than $100 per week, a large percentage of women seek employment in the clothing mills sprinkled throughout the city in order to make ends meet. The large part of the foreign stock (Portuguese, French, Canadian, British, Polish, and Irish) was foreign born and education in other countries where attitudes toward education differ from the American view. The average educational level completed by a Fall River citizen is 9.1 years, with many of the foreign born having completed only four years of school. While the State of Massachusetts as a whole has attained an educational level even above the nation, Fall River remains substantially lower than both.

The population of Fall River has remained relatively static (98,000 average) over the past twenty years. The economy did not generage enough new job opportunities during the 1950 - 1970 period to absorb the natural increase in population. New entrants into the labor force had to go elsewhere for employment. A large proportion of those that found work moved to the suburbs, contributing to the population mix problem.

Research and insights into the depth and complexities of the Fall River problem, which has been briefly outlined, generated a theoretical framework within which the project operates. This theoretical framework demands ever-changeable processes and rejects stop gap change measures. From this framework of processes comes the greatest hope for the student and education; rethinking rather than repeated thinking, openness rather than fear, perception rather than habit, freedom rather than repression, commitment rather than passive acceptance, questioning rather than blindly accepting, self-directive rather than manipulated, mobile rather than immobile, and accepting differences rather than demanding a norm.

Theoretical Framework. The basic goal of Project PROCESS as originally stated is to develop a flexible atmosphere where learning can take place. Within this goal is the assumption that this can be accomplished for a long run effect only if the project focuses on treating the underlying problems rather than the symptoms of the problems. This leads to the premise that adolescents do not by their very nature tend to drop out of learning (school) but are pushed out (of school) by factors within the school, home, or community that necessarily need to change. Treating a symptom (dropout) distracts us from the more basic problems and in the long run does more harm than good (J. Bachman, S. Green, I. Wirtanen, 1972).

The five basic needs or goals articulated during the first project year are directly related to the accomplishment of our basic goal. They are as follows:

1. The need for institutional change
2. The need for personnel development
3. The need for student involvement
4. The need for curriculum modification
5. The need for community involvement.

Only the first need will be dealt with here in order to keep this chapter as brief as possible. Indeed from one vantage point it could be said that it includes the remaining four needs.

The project is called PROCESS because it is committed to the assumption that change is a process dependent on forces and events that can be directed to move the institutional community to re-evaluate in each area what is the established behavior and what are the alternatives.

The first need is based on theory, research, and a value set. In summary, it states that the solutions to the Fall River problem require institutional change strategies employing dynamic processes and not strategies which are mere stop gap measures. These strategies consist of: the involvement of most other established institutions; modifications in the behaviors of all groups of people; comprehensive approaches to problems; developing a sense of urgency in relation to time; developing an emotional commitment, realizing and weighing the multitude of alternatives;

the support for creative ideas; the prevention of any single segment of the institution to impose a change; and enabling the school to perceive its role as an integral part of the total community.

In the past, many Federally funded programs have executed, either by choice or force, the stop gap strategy. Hugh sums of money have been spent on equipment, materials, and building renovations and the result has been the so called innovative program. Yet, a close analysis of this model will probably reveal that the program has been isolated from the normal school operations, received very little real support from those outside its walls and has become identified with an elitist group building a system within a system rather than attempting to restructure the existing system.

In theory we believe that this restructuring via the institution of new processes, primary ones of reflective rethinking and negotiated decision-making from alternatives, is a more effective way to change an institution and lower the dropout rate in the long run. In this way we are treating the problems, not the symptoms.

These processes began in our first year of operation with a great deal of emphasis on developing strong relationships and trust bonds with the schools and community. This dynamic, interactive and engaging (as opposed to confrontation) process is viewed as necessary to accomplish our objectives.

Project PROCESS has worked in or made inroads in nearly every public school and a number of parochial schools in the City of Fall River. Much of this work has consisted of facilitating teachers, principals, administrators, parents and students' abilities to self-initiate new processes and programs to meet the needs of the potential dropouts or other disenfranchised students. This grass roots change strategy is proving to be successful.

The use of these approaches and strategies has greatly reduced the rigidity within the Fall River School System. This easing across the total learning environment is no small accomplishment. During the first year of operation, fear of change, coupled with traditional authority structures, resulted in only piecemeal cooperation. To work in groups or to try something new in a school was a terribly frightening thing for many.

The system has reached a point in time when fear can be effectively coped with because a flexible system is emerging. Initially, developing a few flexible but isolated schools within a city the size of Fall River probably would not have resulted in commitment and awareness to the degree that it now exits. (This rationale is explained in detail in a report submitted by E. Martin Barney in January, 1970.)

Most of this change is difficult, if not impossible, to measure objectively, yet it is a major achievement of the project. To be only content with the attainment of the Project's measureable objectives would be a serious mistake as would the attempt to attribute measureable success to a few isolated activities or components. The theoretical framework, strategies, and total mix must be understood in any appraisal of Project PROCESS.

Evaluation Rationale.

> The best fact is the one that is set in a context, that is known in relation to other facts, that is perceived in part in the context of its past, that comes into understanding as an event which acquires significance because it belongs in a continuous dynamic sequence.....

The evaluation program is designed to provide the necessary procedures and skills for the collection, organization, analysis, interpretation and reporting of descriptive data and comparative data throughout the entire project. This process began with the delineation of objectives in performance terms from the goals of Project PROCESS and the programs to be implemented. Its nature is such that is allows for process modifcations while insuring the interpretation of expected and unexpected outcomes in terms of recorded measurements, observations, input and process information.

The following summary describes how the evaluation strategy is attempting to reinforce the project goals:

Goal 1: Institutional reorientation. The delineation of performance objectives to measure behavior (process as well as product) is a significant reorientation for the Fall River School System. The beginnings of more reflective, more responsible, and more modifiable teaching/learning has emerged.

Goal 2: Personnel development. If the creation of a learning environment around evaluation is a perceived need, and if the evaluation program continues to address itself to this need, then it will be contributing to personnel development. Project PROCESS staff, staff members of other government projects' programs, administrators, principals, and teachers are directly involved in the evaluation process. With evaluation meetings, small group interaction, and individual interaction, these personnel are developing new evaluation understanding and skills which can be used to improve both teaching and learning.

Goal 3: Student involvement. To make process and product evaluation most effective and meaningful students have to play an active role wherever possible. The notion here is somewhat similar to cooperative evaluation but with more emphasis on "group" evaluation. The acceptance of students in the evaluation process greatly diminishes the chances of a program or course becoming irrelevant or unchangeable. It also helps to keep teacher and student "tuned in" to each other as they discover life together.

Goal 4: Curriculum modification. Evaluation is providing a corrective mechanism as well as a "tuning-in" mechanism for both teaching and learning. This has begun with program modifications in Process from past evaluation and continues through on-going and planned evaluation. The usefulness of such a program to improve teaching and learning is transmitted to many individuals in the Fall River Schools once an activity appears effective or ineffective. In short, the evaluation program encourages not only more rapid curriculum modification, but also modification initiated by individuals trying to understand and communicate with each other.

Goal 5: Community involvement. In order for community involvement to be at all meaningful, Project Process must seek input from the community, in particular from parents in the elementary grades and middle grades, in order to provide services and programs which meet the most immediate needs of this population. The evaluation program is helping to accomplish this, primarily through Advisory Council, parent groups at target schools, the Process Newsletter, and the local news media.

Also, the mere fact that information is continuously being gathered causes people to ask questions, and thus become informed about Project Process. Certainly awareness is the essential first step towards active involvement.

Graphic representation. We have been planning Project Process on the assumption that dropout reduction via an institutional change strategy takes place along the three point continuum of: 1) awareness to 2) attitude modification to 3) institutional change. This is perceived by the Process staff as a meaningful representation of how institutional change can become a dynamic process within the Fall River School System. (Refer to Table 1.)

The overall evaluation focus is primarily of a long-range nature but not exclusively so. Emphasis is on reporting results of objectives, describing relationships, describing the milieu which the project is operating and reporting indicators within the total framework which suggest degrees of success or failure.

Clearly it can be seen that this project is not operating in isolation from any fact of the traditional school system from reviewing this report. Most importantly, the reader should note that Project PROCESS is operating with an institutional change

strategy model and constantly struggling to integrate the process within the total school system. The reader should be able to validate these statements from reading this report provided the theoretical framework is understood.

GOALS OF PROJECT PROCESS
MEASURABLE OBJECTIVES
IMMEDIATE
MID-RANGE
LONG RANGE
"AWARENESS"
"INVOLVEMENT" & ATTITUDE MODIFICATION
"INSTITUTIONAL CHANGE"
•Baseline (over-all)
•Baseline (program); Post
Up to 12 month Intervals (each year)
Decreases in Dropout Rate (continuous after lag)
"Post"
1-4 years
Institutionalized 4-5 years

Table 1.

Final Report on Overall Objectives

CHAPTER II

Overall Product Objectives.

(1) The Dropout rate in grades 9-12 in the target schools will be reduced by at least 20% over the previous year (year ending June '71).

Procedure. Dropout data has been collected and is reported below. In addition a closely monitored dropout report system was implemented this year allowing weekly evaluations when necessary. Students leaving school are required to complete an exit interview with the home/school counselor. These records are kept in a central file by a data clerk.

These exit interviews (sample included in appendix) are revealing increased pressure on students from parents to earn some money. Unskilled jobs for girls are rather easy to secure. The boys, particularly at Durfee High, have strong dislikes for school. Jobs right now are very difficult for male high school dropouts to find, nevertheless they can't cope with a year or two more of school as it exists.

Results. Tables 2 and 3 summarize the results at the end of school year 1971-1972. Only in grade 9 where Project PROCESS has concentrated most of its efforts this year has the dropout rate been reduced. However, even at this grade level the project has been unable to meet the ambitious objective presented above. These results are directly related to a number of institutional situations existing this project year. (See next two pages for Tables 2 and 3.)

First of all, the city as a whole recorded a sharp increase in the dropout rate with an almost static enrollment. New Bedford, a very similar local urban area has also reported an increase in the dropout rate, again contrary to the present national trend.

FALL RIVER PUBLIC SCHOOLS

NUMBERS OF DROPOUTS

FROM 1968 TO 1972 SCHOOL YEARS - Grade 7-12

YEAR	SEPTEMBER ENROLLMENT	TOTAL DROPOUTS
1968 - 69	5,803	423
1969 - 70	5,659	469
1970 - 71	5,507	417
1971 - 72	5,476	497

Table 2.

Primary Target Schools* Dropout Data
(School Year Ending June, 1972)

Grade	July 1 Enrol.	Number of Dropouts	June 30 Enrol.	Current D.O Rate	Previous Year's Dropout Rate	Percent Difference
9	806	66	787	7.74%	8.86%	12.6% decrease
10	724	96	637	13.10%	9.64%	26.4% increase
11	671	87	598	12.70%	9.76%	23.1% increase
12	550	36	540	6.25%	5.86%	6.2% increase
Totals	2,751	285	2,562	39.79%	34.12%	10.7% increase
Average				9.95%	8.53%	

*Durfee High School (10-12 grades)

*Morton Junior High 9th

*Lord Junior High 9th

D. O. Rate = $\frac{\text{No. of Dropouts}}{\text{No. of Dropouts + June 30 Enrollment}}$

Note: This table includes summer dropouts for both school years.

Table 3.

PROJECT PROCESS

DROPOUT DATA BY MONTHS

1971 - 1972

SCHOOL	GRADE	DROPOUTS											TOTAL
		S	S	O	N	D	J	F	M	A	M	J	
Durfee	12	7	3	3	6	7	7	0	2	0	1	0	36
	11	7	7	10	13	11	15	4	5	7	4	4	87
	10	5	5	12	12	5	15	6	12	7	8	9	96
Morton	9	9	3	1	4	1	2	3	3	4	3	0	33
	8	0	3	1	2	0	1	2	1	2	1	1	14
	7	0	1	1	0	0	1	1	1	0	1	0	6
Lord	9	4	5	6	3	3	4	3	3	1	1	0	33
	8	0	0	0	0	1	1	1	0	0	1	0	4
	7	0	0	0	0	0	1	0	0	0	0	1	2
Middle	8	0	0	2	3	2	1	0	7	2	3	1	21
	7	0	0	1	0	0	1	0	1	0	1	2	6
Totals		32	27	37	43	30	49	20	35	23	24	18	338

Secondly, the English as a Second Language program's Title III funds ran out last year causing a sharp reduction in that program despite the fact that close to 60% of the residents of Fall River are Portuguese, half of whom are immigrants.

This sharp reduction from 598 students in 1970 to 195 in 1972 has in many instances made school unbearable for more immigrants than ever and has removed that small hope that a few more immigrants might complete their high school education. Recently, however, the School Department reappointed the 1970-71 director of ESL to revitalize this necessary program. Unfortunately, this past year of indecision has been a costly one. (3.9% (21) of the Durfee graduates were Portuguese immigrants.)

ESL DROPOUTS

YEAR	SEPTEMBER ENROLLMENT	TOTAL	DROPOUT PERCENT
1969-70	598	91	15.2%
1970-71	243	38	15.6%
1971-72	195	21	10.7%

Thirdly, Project PROCESS did not have a comprehensive program operating in Durfee High School which could effect the number of those students planning to drop out. The proposal for a comprehensive dropout prevention program in grades 10-12 was not approved by the project's Title VIII official. The very modest changes funded by Title VIII in grades 10-12 were one counselor and an ecology course for 15 students (Durfee enrollment is 1,900).

Over this past year, the staff has been preparing a comprehensive program to be implemented at Durfee during the 1972-73 school year. This program has been approved for funding and will be implemented in September but at a minimum funding level due to reductions in Title VIII funds.

Additionally, a number of questions were raised by the evaluators in order to make further interpretations, hypotheses, and recommend program changes. These questions dealt with the characteristics of the dropouts; special factors; summer vs. school year dropouts; the economic realities; those identified as potential dropouts vs. those not identified who dropped out; 16 year olds as percent of enrollment in grades 8 and 9; numbers of immigrants graduating from high school; and of the students 16 years of age, number of expected vs. number of actual dropouts. Many of

these questions are answered or explored further in this report because they cannot be separated from the results and interpretations of the performance objectives.

SUMMER DROPOUTS

DURFEE HIGH

GRADE	# SUMMER OF 1970	# SUMMER OF 1971
10	7	5
11	14	7
12	14	7
TOTALS	35	19

45% Decrease

This table reveals a 45% decrease in the number of summer dropouts this project year compared to last year. Certainly, some of this can be attributed to the involvement of high school students in Camp Interlocken and the incentive of the Ecology program carried into Durfee from its summer phase.

SUMMARY FROM EXIT INTERVIEWS

(Grades 8-12)

QUESTION	RESPONSE		
Age leaving school	16-0 yrs. (47%)	16-1 to 16-11 yrs. (26%)	17 yrs.+ (25%)
Living with	Both Parents (64%)	One Parent (35%)	Other (1%)
Portuguese primary language in home	Yes (48%)	No (52%)	

Of the reasons selected for leaving school, 59% said they needed to work to earn money for their family and self. To verify the fact that this was the case, the youngest group of dropouts (grade 8, middle school) was contacted by phone. Twelve out of twenty-one were reached, and nine of these twelve dropouts said they were employed in Fall River. Evidently, the demand for dropout labor exists and remains high. Further study of this will be conducted prior to implementing a work study program this Fall. Not surprising is the fact that eight of these nine students are from immigrant families.

Table 4.

1971 - 1972 Dropouts in PROCESS Classes

SCHOOL	GRADE	PROCESS		NON-PROCESS		TOTAL PROCESS	TOTAL NON-PROCESS	% OF GRADE LEVEL IN PROCESS
		1st Half	2nd Half	1st Half	2nd Half			
Morton	9	7	7	4	7	14	11	19%
Lord	9	8	7	14	5	15	19	17%
Middle	8	5	11	3	2	16	5	40%
Totals		20	25	21	14	45	35	

This table above demonstrates that Project PROCESS did effectively identify the potential dropouts in these three target schools. Already 77% of these dropouts were previously selected and participated in Project PROCESS. It should be noted that many students identified as PDO's cannot legally drop out yet, and perhaps others identified now have less of a chance of dropping out due to program treatment. Also, this table implies that there are far too many students 16 years of age in the eighth grade.

All students sixteen years of age on or before June 30, 1972, were studied as a group along with their dropout prediction scores. These students were participants in this year's program. Fifty-eight students fit this category and also had complete information for dropout prediction (instrument and technique explained at end of this chapter).

SIS SCORE	FREQUENCY (F)	EXPECTED DROPOUTS
+1 to +3	4	28% of F = 1.1
+4 to +7	27	33% of F = 9.0
+8 to +10	15	54% of F = 8.1
+11 or more	12	99% of F = 11.8
	58	30.0

From this group study actually only 17 (29%) students dropped out while 30 (52%) were expected to drop out. This is a 44% reduction in the number of expected dropouts using the Student Information Survey as a predictor. Of course, this study should be updated yearly to correct for the small error associated with that particular student who has just turned 16 and will drop out at a future date.

(2) The attendance rate of students in the target schools will be increased by at least 5% over the previous year (year ending June '71).

Procedure. The data is reported below. Results were gathered at the close of the school year 1971-72. In addition, attendance data for those identified potential dropouts in PROCESS classes has been collected for last year's mid-term compared with the same period for this year. This data reveals an encouraging 20% overall increase in attendance. A breakdown of these results can be found in the Special Services Component report.

PERCENT OF ATTENDANCE FOR TOTAL TARGET SCHOOL POPULATION

TARGET GRADE	GRADE LEVELS	% OF ATTENDANCE 1970-71	1971-72	% CHANGE
Watson	K-6	90.5%	91.3%	1% increase
Middle	5-8	91.6%	90.8%	1% decrease
Morton	7-9	91.5%	89.7%	2% decrease
Lord	7-9	88.7%	87.6%	2.2% decrease
Durfee	10-12	88.4%	87.8%	1.7% decrease
		90.1%	89.4%	1.2% decrease

Results. The table above reveals no major changes in the attendance rate at the target schools. Clearly, the objective as written was not met. Of course, this objective and results have little, if anything, to do with evaluating the effectiveness of programs working with 300 students while the remainder of this is attributed to the other 4,800 students in the target schools. This objective, required by our program officer, is merely presented as an indicator of overall attendance.

(3) The suspension rate of students in the target schools will be reduced in grades 1-12 by 30% over the previous year.

Procedure. The number of incidences of suspensions was collected for half year periods. Due to the problems in definition of suspensions, the record keeping systems of each school, and misinterpreted procedures of suspension, the meaningfulness of this data is questionable. Additionally, the small proportion of total school enrollment which the project is working intensively with also diminishes the usefulness of total target school suspensions. Project PROCESS has brought this problem before the principals' monthly meetings and to date no clear policy has been agreed upon by all principals. Therefore, no final report on suspensions can be presented here. In place of this is a repetition of the half year report.

SUSPENSIONS FOR TOTAL SCHOOL ENROLLMENT IN TARGET SCHOOLS

SCHOOL	GRADES	# OF INCIDENCES HALF YR. 1970-71	# OF INCIDENCES HALF YR. 1971-72	CHANGE
Watson	1-6	14	8	43% less
Middle	5-8	10	10	0%
Lord	7-9	2	2	0%
Morton	7-9	10	7	30% less
Durfee	10-12	40	32	20% less

average reduction of 18.6%

The issue of suspensions has remained to be a highly sensitive area for principals. Each sets his own limits on the issue and privately exercises inconsistent use of a particular unwritten policy. However, project staff have on many occasions intervened prior to a student suspension to set up an individual contract with that principal and student, often with a great deal of success. This kind of negotiating which engages people to deal with their behaviors, particularly when they are inconsistent, is a powerful force of Project PROCESS. In the long run this will accomplish more than a unilateral policy handed down to each school.

Perhaps a more meaningful presentation is that of incidences of suspensions for target participants in grades 8 and 9 as found below.

RECORDED INCIDENCES OF SUSPENSION FOR PARTICIPANTS IN GRADES 8 AND 9

SCHOOL	PRESENT GRADE	MID-YEAR 1970-71	MID-YEAR 1971-72	% CHANGE
Middle	8	4	4	0%
Lord	9	12	3	75% decrease
Morton	9	12	4	66% decrease

Average change in incidences of suspensions: 47% decrease

(4) The probability of target school students dropping out of school will be significantly decreased. This will be statistically measured by comparing the scores of the previous year from the Student Information Survey for the same group of students. The chi square test or other appropriate test will be used with 0.05 as the level of significance.

Procedure. This is an extremely important objective because it provides us with information relative to potential dropouts who are not necessarily 16 years old. Success or failure after the fact via a dropout statistic is too narrow an evaluation strategy. The project needs to know whether it is reducing the chance of a student dropping out, well before he is sixteen. This system, constantly undergoing reevaluation, is providing this much needed information. (See Student Information Survey in the Appendix.)

CLINICAL PROBABILITIES FOR
THE STUDENT INFORMATION SURVEY

Score range	Probability of Dropping Out of School
0 or less	*6 chances in 100
+1 to +3	28 chances in 100
+4 to +7	33 chances in 100
+8 to +10	54 chances in 100
+11 or more	99 chances in 100

The above clinical probability table was derived from a random sample of 44 7th through 9th grade students who have not participated in Project Process programming. To prevent contamination due to treatment the sample was drawn from the student records of two years ago.

*Dropout rate for grade 7-9 is used here as the average chance of dropping out for a student in those grades, i. e., 6%.

DISTRIBUTION OF THE SAMPLE

SCORE RANGE	DROPOUTS	NON-DROPOUTS	% TOTAL SAMPLE
+1 to +3	2	5	16%
+4 to +7	6	12	40%
+8 to +10	7	6	30%
+11 or more	6	0	14%

FREQUENCY DISTRIBUTION OF SCORES ON SIS
FOR PROCESS STUDENTS

RANGES	MID-YEAR '70-71	MID-YEAR '71-72	FREQUENCY RANKS
0 or less	0	6	1
+1 to +3	39	65	2
+4 to +7	99	93	3
+8 to +10	34	22	4
+11 or more	21	7	5
TOTALS	193	193	

Mid-year '70-71 = Theoretical Distribution (recorded last year)

Mid-year '71-72 = Observed Distribution (recorded this year)

At this point the Kolmogorov-Smirnov non-parametric statistical test was applied to the data. The test is one of goodness of fit. It is concerned with the degree of agreement between the distribution of a set of values

(observed scores), $S_{193}(X)$, and some specified theoretical distribution, $F_o(X)$.

H_o: The null hypothesis states there is no difference in the expected frequencies, and any observed differences are merely chance variations to be expected in a random sample from the population where the frequencies equal those of the specified theoretical distribution.

H_1: The frequencies F_1, F_2, F_3, F_4, F_5 are not equal to the specified theoretical distribution.

	RANGE OF SCORES				
	1	2	3	4	5
F	6	65	93	22	7
$F_o(X)$	0	39	138	172	193
	193	193	193	193	193
$S_{193}(X)$	6/193	71/193	164/193	186/193	193/193
$F_o(X) - S_{193}(X)$	6/193	32/193	26/193	14/193	0/193

$$D = \frac{32}{193} = 0.17$$

The D value is greater than that value expected within the limits of random errors at $\alpha = 0.05$ which was computed to be:

$$\frac{1.36}{\sqrt{193}} = 0.09$$

Because the D value is equal to or greater than that value expected within the limits of random error at $\alpha = 0.05$, our decision is to reject H_o in favor of H_1. This means that these potential dropouts, as a group, show a significant decrease in their chance of dropping out as defined by the Student Information Survey. Hence, it can be said with a 0.95 probability that those students as a group in Project PROCESS classes during the school year 1971-1972 did indeed demonstrate a decrease in their chance of dropping out of school. This can be further validated by looking at the 9th grade dropout rate and watching both the 9th and 10th grade dropout rate during 1972-1973.

Process Objectives.

(1) The Student Information Survey, an instrument to identify potential dropouts, will be completed at mid-year for students in Grades 7 through 10. 80% of PDO's coming into the target schools will be identified. The results of this will be compiled and used to include additional PDO for the next programming year.

Procedure. The identification process is now underway. Results of this will be included in the continuation grant for the fourth year of funding.

For the year it appears that the SIS is on the average identifying 77% of those students dropping out, a bit lower than expected (80%). From the information available at this point it seems that this lower rate might be explained by two factors; 1) incomplete data received on some students, especially transfers and 2) errors in the data collection process itself.

(2) The component coordinators will supervise the monthly collection of attendance data and mid-year grade point averages. They will meet monthly with the evaluation coordinator and project director to assess the progress and problems of evaluation and work out process modifications to correct problems.

Procedure. These tasks were more clearly defined after the first month of operation. The instructional coordinator and evaluator supervised the collection of grade point averages. As for attendance, this has been accomplished through the Special Services Component via the home/school counselors.

Monthly meetings as stated have been ongoing with constant assessment in terms of process modifications. Evidence of this is contained in monthly reports, quarterly reports, and newsletter releases.

(3) Project Process will cooperate with the school-wide sponsored reevaluation and modification of curriculum to more adequately meet the needs of the potential dropouts and other disenfranchised students. The superintendent of schools and the project director will assess monthly the progress being made according to the project's time line plan.

Procedure. This process has been underway since October. Monthly, the superintendent has called together administrators, principals, and some members of Project Process staff. The School Committee has approved a sum of money to be used to implement a well integrated curriculum across the schools. Released-time sessions sponsored by Project Process are being tied in with these developments. These meetings have radically increased communications between principals, administrators and Project Process staff and increases the leverage that this project has acquired within the Fall River Public Schools.

Final Report on Management Objectives

CHAPTER III

The management objectives chosen for the third project year reflect the major areas of development contemplated during this period. As indicated earlier in the proposal, the scope of management will expand to include both school administration and the community. Increased complexity of operation will also require further stratification of management.

Management Objectives.

(1) The management structure will be designed to assure that members of that structure have sufficient communication with other elements within the project to permit them to satisfactorily perform their job. Elements are defined as the Management Council, functional components, school and operating sites, and Advisory Council members, Management Council members (which include principals) and functional component coordinators.

Procedure. Achievement of this objective will be measured through a questionnaire developed by the evaluation coordinator and administered in January, 1972. A positive response by 80% of the individuals involved will be considered the minimum level of acceptable performance.

Results. This objective was both met and not met within project limits.

COMMUNICATION RESULTS

COMPONENTS	LIKERT MEAN	PERCENTAGE OF POSITIVE RESPONSES	AVERAGE
Management Council N = 11	20.09	69%	81.5%
Advisory Council N = 9	26	94%	

Key: Minimum Acceptable Likert Performance Mean = 18

Maximum Range = 30

Minimum Range = 6

Advisory Council Performance Rating

high X X X X X X low

89% 11%

Management Council Performance Rating

High X X X X X X X X X X X X low

64% 36%

A copy of the questionnaire will be included in the Appendix.

As can be seen from the preceding charts, the Management Council fell short of the desired outcomes while the Advisory Council exceeded the eighty percent performance level. The Management Council was incorporated within a monthly Superintendent's meeting, therefore, reducing the chance for management involvement. The Management Council was a forum for two-way information dissemination while the Advisory Council was directly involved with project decision-making. This is adequately reflected in the percentages on the preceding page. Involvement seems to be directly related to extent of participation.

(2) Project management will define tasks and responsibility and delegate authority sufficient to permit successful program operation.

Procedure. Achievement of this objective will be measured through a questionnaire developed by the evaluation coordinator and administered to program managers in the functional components and operating sites met within project limits. (See scatterplot on next page.)

The evaluators experimented with a graphic attitude scale. This scale was further modified due to the suggestions of our audit team. The scatterplot indicates a variation of item responses within the management structure. It can be deduced while most personnel are responsive to management there appears also to be some disenchantment or lack of program involvement.

(3) In planning phase of the fourth year continuation grant affected individuals (i. e., teachers, students, administrators, parents, and/or community members) will be involved in the planning of individual programs.

Procedure. Achievement will be recognized through identification of individuals involved in definition of needs or programs within each component of the planned project.

Results. PROCESS staff in conjunction with teachers, parents, administrators and on-going evaluation have through the respective communication channels encouraged debate of perspective future plans. The Advisory board served as the medium for student modifications and parent groups, implemented by the home/school counselors, added yet another dimension to our planning.

Input throughout the school term by both teachers and school administrators also has been a major influence in future program modification.

(4) The project (including the individual components) will demonstrate that it is operating cost effectively. This will be measured by a monthly financial status report containing expenditures versus specific budget accounts, both total to date and expenditures during the current month. The management assistant will assess this objective and report monthly to the fiscal committee.

Procedure. Copies of the monthly financial status report and analysis of expenditure follow the scattergram on the next page. These are prepared by the management assistant on a monthly basis and are used to analyze performance vs. time and vs. individual program plan.

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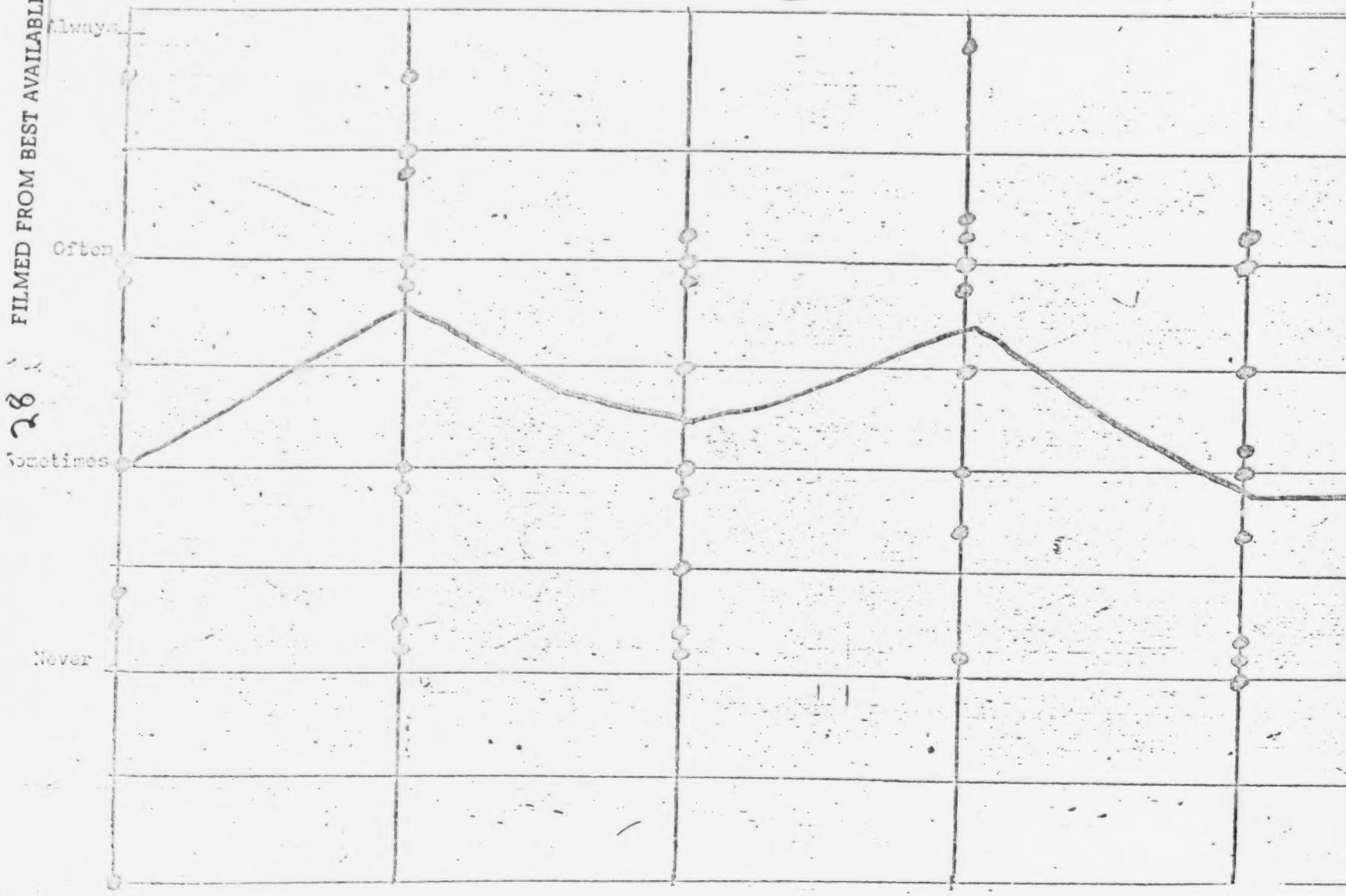
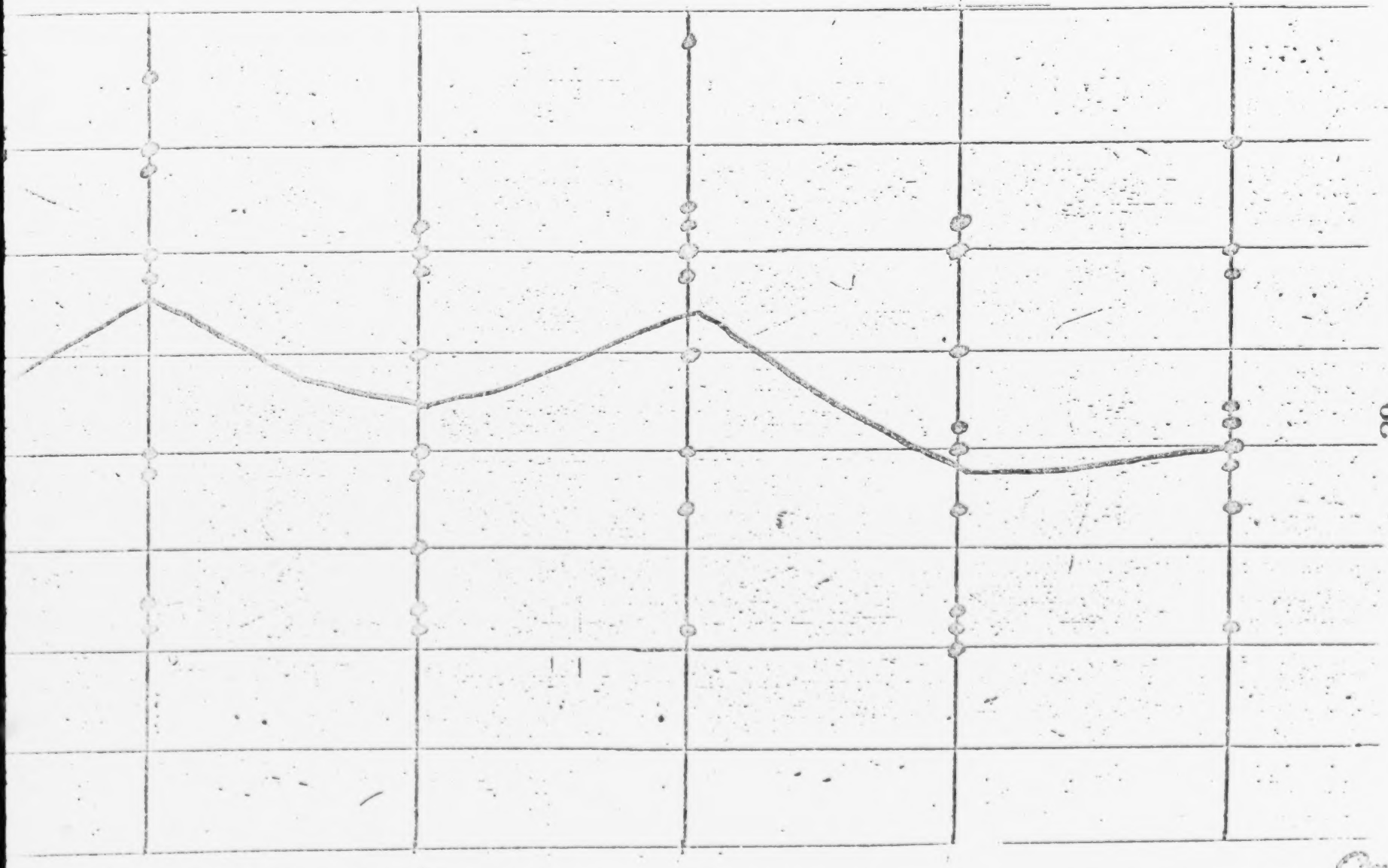
INSTRUCTIONS: Place an X on the graph above the question which best signifies your response. If your respons
the four response categories, place the X at the appropriate level which best expresses your fe
so as to have a linear line.

xx-9 Scatter Pl



ce an X on the graph above the question which best signifies your response. If your response is somewhere between four response categories, place the X at the appropriate level which best expresses your feelings. Connect the X's as to have a linear line.

ex 9 Scatter Plot



29

formed about Decisions of SS.

My opinion is sought on decisions that involve me.

I know who is responsible for individual project tasks.

I have access to the component coordinators.

Project needs and date-lines are outlined by the director and the component coordinators.

The Project Director and com-

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(5) Process evaluation reports will be utilized by the Management Council to adjust or modify program operations to correct reported problems which are hampering the attainment of project objectives. The evaluation coordinator will present findings monthly to the Management Council which will include an updating of the previous month's corrective steps. Eighty percent of those corrective steps sampled from September to May will reveal implementation.

Procedure. This objective was not met. Due to a very demanding schedule the Management Council was consolidated within a weekly Superintendent's meeting. Consolidation served to alter the original concept of a participating decision-maker. In its place the Management Council became a forum in which the staff provided project information and problem arbitration which involved this group directly. Evaluation of the effect of this communication may be substantiated by the questionnaire in Objective 1.

(6) The overall project, via the functional components, will demonstrate that it is operating according to schedule. Monthly reports will be completed by the Management Council to assess this objective and to take corrective steps where necessary to keep the project on schedule.

Procedure. Monthly narrative reports are prepared at the component level for review and discussion at project staff meetings. The Director uses the summary report and recommendations as the basis for reports to the Advisory Council on a monthly basis.

TIME LINE CHART

COMPONENT	DUE DATES Jan. 30	Feb. 28	March 31	April 30	May 31	June 30
Special Services Component	yes	yes	yes	lt.	yes	yes
Instructional Component	yes	yes	yes	yes	yes	yes
Staff Development Component	yes	yes	lt.	yes	lt.	yes
Evaluation	yes	yes	yes	yes	yes	yes

Key: Yes - means report was submitted No - means no report submitted

lt. - means report in late

This was accomplished within project limits.

(7) The Management Council will demonstrate that it is effectively communicating and disseminating information throughout the school system and the community. The degree of attainment of this objective will be assessed quarterly by the evaluator, the project Director and the Advisory Council.

Procedure. This objective was accomplished within project limits. Project Process' newsletter has a circulation of 925 individuals. This includes all members of the School Department, city management, local businesses, and 700 parents. (The newsletter is written in two languages, English and Portuguese.) Project PROCESS has printed six editions of the newsletter during the project year.

Addition to the Management Objectives.

A separate evaluation of our Director will be included. (See next two pages.)

The Project Director's position has not been filled because of the inability of Project PROCESS and the Fall River School System to come to terms behind one candidate. In the interim, an evaluation of our Acting Director is essential for measuring project success. The questionnaire was completed by the staff of Project PROCESS.

Due to a favorable response of a difficult job well done, our Acting Director has been assigned as the permanent Director in June, 1972.

The questionnaire on the following page is a reflection of the Director's status. On general management questions he was rated high but on personnel management questions he was rated slightly lower. This may be attributed to the Director's "limbo" status during the year.

Directions: Below are two series of short descriptive statements of the ways in which administrators behave. Please circle one of the five adverbs; always, often, occasionally, seldom, never, for each item to indicate the frequency with which the director or staff of the Project Process engages in each form of behavior.

I. Behavior related to delineating relationships between self and staff, and defining patterns of organization, channels of communication, and methods of procedure.

How Administrators Behave	Always	Often	Occasionally	Seldom	Never
1. He makes his attitude clear to the staff.	a	b 2	c 3	d 2	e
2. He tries out his new ideas with the staff.	a 1	b 2	c 3	d	e
3. He rules with an iron hand.	a	b	c	d 4	e 3
4. He criticizes poor work.	a	b	c 3	d 3	e 1
5. He speaks in a manner not to be questioned.	a	b	c 3	d 3	e 1
6. He assigns staff members to particular tasks.	a 1	b 5	c 1	d	e
7. He works without a plan.	a	b	c 2	d 4	e 1
8. He maintains definite standards of performance.	a	b 3	c 2	d 2	e
9. He emphasizes the meeting of deadlines.	a 2	b 2	c 3	d	e
10. He encourages the use of uniform procedures.	a 1	b 3	c 3	d	e
11. He makes sure that his part in the organization is understood by all members.	a 1	b 3	c 3	d	e
12. He asks that staff members follow standard rules and regulations.	a	b 2	c 3	d 1	e
13. He lets staff members know what is expected of them.	a	b 1	c 4	d 2	e
14. He sees to it that staff members are working up to capacity.	a	b 1	c 3	d 3	e
15. He sees to it that the work of staff members is coordinated.	a	b 4	c 2	d	e

Performance ratio: 45.34%

Administrative Behavior Questionnaire (Cont'd)

II. Behavior indicative of friendship, mutual trust, respect and warmth in relationship between him and members of the staff.

How Administrators Behave	Always	Often	Occasionally	Seldom	Never
16. He does personal favors for staff members.	a	b 2	c 4	d	e
17. He does little things to make it pleasant to be a member of the staff.	a	b 1	c 2	d 1	e
18. He is easy to understand.	a 1	b 3	c 2	d	e
19. He finds time to listen to staff members.	a 3	b 3	c 1	d	e
20. He keeps to himself.	a	b 1	c 1	d 5	e
21. He looks out for the personal welfare of individual staff members.	a	b 3	c 2	d 1	e
22. He refuses to explain his actions.	a	b	c 1	d 3	e 3
23. He acts without consulting the staff.	a	b	c 2	d 4	e 1
24. He is slow to accept new ideas.	a	b	c 1	d 5	e 1
25. He treats all staff members as his equals.	a 1	b 4	c	d	e
26. He is willing to make changes.	a 1	b 4	c 2	d	e
27. He is friendly and approachable.	a 4	b 2	c 1	d	e
28. He makes staff members feel at ease when talking with them.	a 2	b 4	c 1	d	e
29. He puts suggestions made by the staff into operation.	a	b 4	c 2	d 1	e
30. He gets staff approval on important matters before going ahead.	a 2	b 2	c 1	d 1	e

Performance rating - 74.29%

Overall performance rating - 69.81%

	ACCOUNT NUMBER NUMBER	BUDGET	EXPENDED ENCUMB.		TOTAL COL. (col.4+5)	BAL. REMAIN. (col.3-6)	REMARKS
1	SALARY ACCOUNTS	406550-					
2	100 S	106850	3873620		3873620	6811380	
3	200 S	1070066	10160922		10160922	545478	
4	600 S	9566	480200		480200	476400	
5	700 S	-0-					
6	800 S	21253	206412		206412	191688	
7	1100 S	86406	4131878		4131878	4509722	
8	TOTAL SALARIES	331141	18853062	-0-	18853062	14241048	
9							
10	NON SALARY ACCOUNTS						
11	100 0	12205	298712	33287	331999	895301	
12	100 C	9000	-0-	308995	308995	591115	
13	200.01	29001	2552915	120758	2673673	224427	
14	200.02						
15	200 C	10000	-0-	-0-	-0-	1000000	
16	500 0	11374	451576	7600	459176	678224	
17	600 0	10914	912240	10714	922954	146626	
18	900 0	4173	139092	1000	140092	277208	
19	1100 0	1000	-0-	-0-	-0-	1000000	
20	1220 0	-0-	-0-	-0-	-0-	-0-	
21	250 0	6402	493607	-0-	493607	1146393	
22	TOTAL NON SALARIES	94141	4843362	482244	5330606	40833474	
23	TOTAL PROJECT	425282	23701414	482244	24183655	18344542	
24							
25							
26	EXPENDED AMOUNTS ARE TOTALS THROUGH						
27	PAYROLL SCHEDULE # 18 (to 22 Jun)						
28	BILL SCHEDULE # 25						
29							
30							
31							
32							
33							
34							
35							
36							
37							
38							
39							
40							

1	SALARY ACCOUNTS		
2	100	S	ADMINISTRATIVE SALARIES
3	200	S	INSTRUCTIONAL SALARIES
4	600	S	SALARIES, PLANT OPERATION
5	700	S	CUSTODIAL SALARIES
6	800	S	FIXED CHARGES (FRINGE BENEFITS)
7	1100	S	CONTINUITY SERVICE SALARIES
8			
9			
10	NON SALARY ACCOUNTS		
11	100	0	ADMINISTRATIVE MATERIAL + SUPPLIES, OTHER COSTS
12	100	C	ADMINISTRATIVE CONTRACTS
13	200	0	INSTRUCTIONAL MATERIAL + SUPPLIES, OTHER COSTS
14	200	C	INSTRUCTIONAL CONTRACTS
15	500	0	TRAVEL
16	600	0	OPERATION OF PLANT MATERIAL + SUPPLIES, OTHER COSTS
17	900	0	FOOD
18	1100	0	COMMUNITY SERVICE MATERIAL + SUPPLIES, OTHER
19	1220	0	REMODELLING + RENOVATION
20	1230	0	EQUIPMENT PURCHASES
21			
22			
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	DATE	DESCRIPTION		AMOUNT RECEIVED	CASH RECEIVED TO DATE	EXPENDED TO DATE	BALANCE ON HAND
1		July Receipts		3501400			
2		August Receipts		2495600	10500000		
3	9-1-71	June - August expenditures				8748216	1751
4		Sept Receipts		35000	14000000		
5	10-1-71	September Payroll (cum)				11554800	2445
6		October Receipts		85000	22500000		
7	10/31	OCTOBER EXPENDITURES (cum)				15111788	7388
8		November Receipts		-0-	22500000		
9		November expenditures (cum)				17717867	4782
10		DEC RECEIPTS		3500000	26000000		
11		DEC EXPENDITURES (cum)				21765542	4234
12		JAN EXPENDITURES cum				24153655	
13	1-7-72	JAN RECEIPTS		4000000	30000000		5846
14							
15							
16							
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40							

	ACCOUNT NUMBER	SUMMARY PROGRAM 4/1/71-9/1/71	SEPT	OCT ①	NOV	DEC
1	SALARY ACCOUNTS					
2	100 S	1312042	422896	618099	471461	43
3	200 S	5984193	1554865	(17733)	1024118	51
4	600 S	60500	59700	120000	80000	8
5	700 S	-0-	-0-	-0-	-0-	
6	800 S	53564	27020	40068	500	2
7	1100 S	-0-	-0-	2159284	803960	60
8	TOTAL SALARIES	7410299	2134334	2754730	2330059	215
9						
10	NON SALARY ACCOUNTS					
11	100 O	91024	89949	28443	47490	1
12	100 C	-0-	-0-	308895	-0-	
13	200.01	464029	249385	152335	13024	16
14	200.02					
15	200 C	-0-	-0-	161641	(161641)	
16	500 O	112820	105100	29765	181960	3
17	600 O	186204	179054	54157	105083	13
18	900 O	59758	8685	33275	14304	1
19	1100 O	-0-	-0-	33205	(33205)	
20	1220 O	-0-	-0-	-0-	-0-	
21	1230 O	424433	41617	(3148)	59005	
22	TOTAL NON SALARY	1338317	673790	800258	226020	18
23						
24	TOTAL PROJECT	8748616	2808184	3554988	2606079	404
25						
26	TOTAL TO DATE	8748616	11556800	15111788	17717867	2172
27	% OF BUDGET	20.5	27.2	35.5	41.7	
28						
29						
30	FORECAST TO DATE	109776	145697	194472	230837	263
31	FORECAST % OF TOTAL	25.8	34.2	45.6	54.2	
32						
33						
34						
35						
36						
37						
38						
39						
40	Notes ① corrections made in PZ categories to reflect 1100-S salaries properly					

	ACCOUNT NUMBER	JAN 73	FEB	MAR	APR	MAY (As at)
1	SALARY ACCOUNTS					
2	100 S	480536				
3	200 S	856312				
4	600 S	30000				
5	700 S	-0-				
6	800 S	5124				
7	1100 S	564120				
8	TOTAL SALARIES	1936132				
9						
10	NON SALARY ACCOUNTS					
11	100 O	56272				
12	100 C	-0-				
13	200.01	106977				
14	200.02					
15	200 C	-0-				
16	500 O	26010				
17	600 O	232764				
18	900 O	9935				
19	1100 O	-0-				
20	1220 O	-0-				
21	1230 O	-0-				
22	TOTAL NON SALARY	431958				
23						
24	TOTAL PROJECT	2418116				
25						
26	TOTAL TO DATE	24183658				
27	% OF BUDGET	.567				
28						
29	FORECAST TOTAL TO DATE	295927	328472	361017	393362	4252
30	% OF TOTAL	69.5	77.2	84.8	91.3	
31						
32						
33						
34						
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39						
40						

Schedule #25 JAN 31, 1972

Account	Total	(1) 1.1	(2) 1.2	(3) 1.3	(4) 1.4	(5) 2.1	(6) 2.2	
200-S	9,652.80					360-		1
800-S	2,064.12	2064.12						2
100-0	2989.12	121755	41193	61188	42402	1463.	1240	3
400-0	25,529.15	60-			6450	37879	4966	4
500-0	4,515.76	139086	36827	35917	199-		1800-	5
600-0	9,122.60	666612			210	10799	136141	6
900-0	1390.92	33687		24097			69456	7
1200-0	4936.09	40955					42685	8
								9
✓	# 60,201.54	1214507	78020	121202	68982	99314	818655	10
								11
								12
								13
								14
								15
								16
								17
								18
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								20
								21
								22
								23
								24
								25

	2.4	2.5	3.1	3.2		3.3	3.4	3.5	4.1	4.2
1		6480								9229 —
2										
3		35 —	12918							
4	46076	2365547	4015			24371	104441		6340	40830
5		1950		7960		30136				
6		2538				95960				
7	3 —	3515								5277
8		252 —								
9										
10	3 — 42076	2409190	16793	7960		150467	104441		6340	969007
11										
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Final Report on Instructional Component Objectives

CHAPTER IV

Curriculum Program

Watson School. A team consisting of two classroom teachers, a co-teacher for reading and a home/school counselor, work in an open classroom setting with 40 potential dropouts at the 4th grade level. Children are encouraged to help each other, are provided with individual tutoring and counseling, and are encouraged to make choices within the curriculum. Teaching with a theme approach as well as individual learning contracts are used extensively throughout the curriculum. The use of field trips, curriculum aids (games, films, tapes), and Glasser discussion groups supplement the program.

Middle School, Morton Junior High, Lord Junior High. Each school has a team consisting of four classroom teachers, a reading specialist, and a home/school counselor, who work with 80 to 100 students in the 8th and 9th grades. Subject matter is presented in a teacher developed problem-solving format, team teaching is used with attention given to small group instruction and the use of individual learning contracts. All students have reading four times a week in a small group setting and materials are presented according to the interest of the student. Free electives replacing study periods have been developed through negotiation between students and teachers. Examples include automotive maintenance, music appreciation, arts and crafts, typing, driver's education, group discussion, photography, chess, and project research. A visitation program to various industries and places of interest of students is also included. Related field trips within as well as outside the city are part of the program. Videotaping has also been used with the cooperation of Follow Though and E.S.L.

Durfee High. A modified work opportunity program has been negotiated and some of the identified potential dropouts in the 10th and 11th grades are working in private community agencies under the supervision of a home/school counselor. Also students who began in the ecology program at Camp Interlocken last summer have continued throughout the school year.

Camp Interlocken. Expansion of facilities for the Interlocken Camp program are continuing at an accelerated pace. Negotiations with the Massachusetts National Guard have resulted in procurement of 130 acres of forested land near our original site. Model Cities funds are being used to renovate existing buildings and build new ones, install a fifty-foot-in-ground swimming pool, and construct outdoor basketball and tennis courts. All contracts are settled and construction has started.

Y.O.U.T.H. Forty potential dropouts are participating in a mini-manufacturing after-school program. Students are learning salable skills and are exposed to a variety of job experiences throughout the year. They design, develop, make and market wood products such as bookcases, towel racks, newspaper and magazine holders, knife holders, chess boards, plaques, etc. They are also engaged in renovating rooms within the school system. Guidance rather than supervision comes from a small corps of teachers. They provide individual attention, instruction, and encouragement for students to make choices within their work experience.

Youth Tutoring Youth. Thirty target students from the 9th grades are tutoring 60 underachievers from two elementary schools. Tutoring and enrichment activities take place three days a week and an additional day is devoted to ongoing training and preparation for the tutors. A one week orientation program for teachers and tutors was given prior to operation. Students through tutoring are gaining basic learning skills by teaching, improving their self-confidence and self-reliance, and improving their attitude toward school. This program has proven itself last year as the tutors showed a substantial improvement in their reading achievement and self-concepts.

Product Objectives.

For major instructional activities:

(1) By May 1st 60% of the target students will increase their rate of growth in reading achievement by 25% as a result of the individualized curriculum approach used by the teachers and specialists. This will be measured by standardized reading achievement tests.

Procedure. Students in Project PROCESS classes were administered one or more of three reading tests between the months of October and November. The addition of the Durrell and the Metropolitan came about after the first administration of the CTBS at Morton Junior High. Initially, it was planned that all the participants would complete the entire Basic Skills battery. However, it became apparent that the difficulty of the test and the anxiety of the students was harmful to the students' self-concepts. Therefore, the Durrell and the Metropolitan reading tests were used, either in place of or in addition to the CTBS, depending on the circumstances of each target school.

The post-testing followed six months later in each of the target schools which have full day programs (4 schools). Due to late reporting of test results by CTB/McGraw Hill in the fall, it was decided to hand score the post-test to insure that the results could be used by the teachers before the close of school.

Pre-test and Post-Test Grade Equivalent Mean
Reading Scores

TARGET SCHOOL	GRADE LEVEL	NUMBER	READING TEST	PRE-TEST MEAN	POST-TEST MEAN
Watson	4	25	Durrell	3.0	3.5
Middle	8	90	Durrell	6.5	-
	8	57	CTBS	5.9	6.7
Lord	9	32	Metropolitan	6.1	6.6
Morton	9	53	CTBS	5.8	6.7

Each student with a pre- and post-test score and also a record of the number of years in school made up the sample to be measured. The formula used to compute individual rate of growth was the following;

$$r = \left(\frac{\text{PRE-TEST G.E.}}{\text{YEARS AND MONTHS IN SCHOOL}}\right) \times (.6)$$

This could also be called expected rate of growth at the end of six months.

Then the difference between the pre- and post-test was calculated for each individual and was called the actual rate of growth over a six month period. The remaining step was to tally all those individuals whose actual rate of growth exceeded by 25% his expected rate of growth.

Results. 61% of these target students increased their rate of growth in reading achievement by 25% or more. Therefore, this objective was met.

School	N	25% or More	% of Total
Watson	25	15	60%
Lord	28	12	43%
Morton	48	35	73%
Middle	57	33	58%
	158	95	61%

Also, a tally of various incremental changes in grade equivalents is presented here so the reader may see that, with the exception of the most extreme increments, many students made substantial gains in reading achievement. The school with the smallest growth is as expected due to problems with hiring a reading teacher there. Only after the first ofthe year was this situation resolved.

GRADE EQUIVALENT CHANGES

(DIFFERENCES) FROM PRE- TO POST-TEST

FOR READING SCORES OVER SIX MONTH PERIOD

READING TEST GRADE EQUIVALENT CHANGES	NUMBER OF STUDENTS			
	GRADE 4 WATSON (DURRELL READ.)	GRADE 8 MIDDLE (CTBS)	GRADE 9 LORD (METROP. READING.)	GRADE 9 MORTON (CTBS)
More than 2 yr. decrease	0	0	0	0
1 yr. to 2 yr. decrease	0	5 (8.9%)	5 (16%)	4 (6.9%)
4 months to 9 months decrease	1 (4%)	5 (8.9%	4 (12.9%)	6 (10.3%)
3 month decrease to 1 month decrease	2 (8%)	1 (1.8%	2 (6.5%	0
0 month increase to 3 month increase	7 (28%)	10 (17.9%)	7 (22.6%)	8 (13.8%)
4 month to 9 month increase	9 (36%)	8 (14.3%)	4 (12.9%)	7 (12%)
1 yr. to 2 yr. increase	6 (24%)	15 (26.8%)	4 (12.9%)	15 (25.9%)
More than 2 yr. increase	0	12 (21.4%)	5 (16%)	18 (31%)
	25	56	31	58

Finally, T-Tests were performed on the means of the raw scores from the reading tests for grades eight and nine.

T-Tests

For Correlated Samples

School	N	ΣD	ΣD^2	$\overline{D}$	T
Middle	57	289	4,626	5.07	5.05**
Morton	52	299	4,171	5.70	5.94**
Lord	32	91	1,353	2.84	2.71*

**0.01 level

*0.05 level

Significant differences were found in each of the above schools.

(2) Over a six month period, target students in grades 8 and 9 will increase their grade point average in the four major subject areas by 10%. This will be measured by comparing last year's mid-term grades with this year's.

Procedure. A data collection and retrieval system has been set up by the evaluators at the computer center in Dinan Regional Vocational High School. An RPG program has been written for the particular needs of this system.

Results. Over a four and a half month period (first half year) one of three target schools demonstrated a 10% increase in the average of the four major subjects. The two schools not showing a 10% increase were those that had logistics problems for two months due to the contractors failure to complete the portable buildings as scheduled at Lord and Morton.

SCHOOL	MEAN GPA '70-71 HALF YEAR	MEAN GPA '71-72 HALF YEAR	% CHANGE
Middle	70.4%	78.4%	10% increase
Lord	67.7%	71.1%	4.7% increase
Morton	69.9%	72.7%	4% increase

Most encouraging is the small number of students who were held back this year in the PROCESS program at Watson, Middle, Lord, and Morton.

School	Number Retained	Total in Program
Watson	0	32
Middle	0	98
Lord	4	60
Morton	4	74

Of the four retained at Lord only one was for academic reasons. The other three were retained due to non-attendance. At Morton at least one of the four students is enrolled in courses at camp and hopefully will be promoted.

(3) Target school students will negotiate and sign a learning contract with their teachers during the month of September. 80% of those students will fulfill their contractual agreement with their teachers by June 1st.

Procedure. This process of creating, negotiating and monitoring learning contracts has not developed as rapidly as planned. At the elementary level, these contracts have been ongoing for all students but in an informal manner. Only at the 8th and 9th grade levels have students actually signed learning contracts. However, contracts have been in an experimental process and, thus, not all students and teachers are using them. Also, the most effective contracts seem to be of a short term nature rather than a one shot contract over the duration of the year.

The process of contract development and refinement is continuing and evaluation of this process and its outcome will continue.

(4) The mean achievement level (reading and math) for participants will be increased by 10% from October to May. This will be measured by the California Test of Basic Skills, comparing grade equivalent means.

Procedure. The California Test of Basic Skills was administered to two of three target schools. Students also completed the Short Form Test of Academic Aptitude which reports an I.Q., and discrepancy scores (actual and predicted achievement). Teachers received individual reports on each student which helps teachers to break their classes into specific skill areas.

The I.Q. means are as follows:

Middle School	85.3
Morton Jr. High	81.8

The CTBS results are reported in the table on the following page.

TARGET STUDENTS RESULTS FROM CTBS

School	Subtest	Grade	Pre-Test Means (G.E.)	Post-Test Means (G.E.)	Percent Change
Middle	Reading	8	5.9	6.7	+12%
	Math	8	5.6	7.0	+20%
Morton	Reading	9	5.8	6.7	+14%
	Math	9	6.8	7.5	+10%

Results. An average increase of 13% for the reading level and 15% for the math achievement level reported here meets the level of performance set in the above objective. Sub-test results are also available but are not reported here.

For Interlocken Camp Activities:

(1) 80% of all PDO's participating in the Leader Corps in the Summer Camp program will receive a passing grade in one or more academic subjects failed during the previous school year.

Results. The data reported here is from the summer phase of 1971.

The results were impressive. Of the 28 students, 22 passed one subject; 17 students took a course load of two subjects, with 14 of the 17 passing both subjects and only 3 of these passing one and failing one. Thus, 76% of the potential dropouts received a passing grade in one or more subjects failed during the previous school year.

(2) 50% of PDO's participating in the Leader Corps in the Summer Camp program not promoted in June will be promoted as a result of successfully completing an eight week course in subjects failed during previous school year.

Results. At the end of the first week of camp a list of Leader Corps was compiled. This was cross checked with their performance on a test administered the first week of school. It is the same test all summer school students take in order to receive credit for a course studied to make up credit.

60% of these PDO's who failed to be promoted in June passed the course work test and were consequently promoted.

For Y.O.U.T.H. Activities:

(1) Collectively PDO's in Y.O.U.T.H. will demonstrate competency and responsibility in industrial and business skills by successfully producing and selling products. The attainment of this objective will be accepted if the total income received from sales is equal to or greater than the total costs for supplies and expendable materials.

Procedures. Detailed records were kept by the clerical staff and all records were double checked for accuracy.

Results. Refer to Cost Breakdown Report on the following page. The total value of the products (sales and anticipated sales) is equal to or greater than the total costs for supplies and expendable materials. These are summer total figures. The June 30th figures have not been closed out at the time of this report but all indications are that the objective gain has been met. This statement will be tested when the books are closed.

(2) PDO's in the Y.O.U.T.H. program will demonstrate their knowledge of industrial and business skills learned during the program. 75% of these students will receive a score of 70% or better on a teacher made test administered at the end of the summer program.

Procedure. A teacher made test was administered to the participants in their area of concentrated operation; either clerical, production, sales and supply, or graphics. Copies of these tests can be found in the appendix.

Results. 78% or 31 out of 40 PDO's scored 70% or better on these tests. For the after-school phase the level of expected performance has been raised to a score of 80%.

The Y.O.U.T.H. staff also explored other areas of evaluation. The Piers-Harris self-concept test and the Peabody Vocabulary test were administered for counseling purposes. A tally of the percent of participants who used different heavy machinery is reported because the staff wanted students to be exposed to many different skills.

Due to the fact that a high percentage of these summer participants continued into the after-school program it was decided that administering the test again would be invalid. However, observations and reports from visitors both within and outside the project have attested to the development of concrete observable skills of the students.

Materials cost

	quantity	cost
LUMBER	[illegible]	[illegible]
SEALER	[illegible]	[illegible]
THINNER	[illegible]	[illegible]
DECALS	[illegible]	[illegible]
HINGES	[illegible]	[illegible]
WOOD PUTTY	[illegible]	[illegible]
DOWELS	[illegible]	[illegible]
STAINS	[illegible]	[illegible]
SCREWS	[illegible]	[illegible]

TOTAL [illegible]

Rough Inventory (supply room)

LUMBER	[illegible]	[illegible]
SEALER	[illegible]	[illegible]
THINNER	[illegible]	[illegible]
DECALS	[illegible]	[illegible]
HINGES	[illegible]	[illegible]
WOOD PUTTY	[illegible]	[illegible]
DOWELS	[illegible]	[illegible]
STAINS	[illegible]	[illegible]

TOTAL [illegible]

PRODUCTION REPORT
COST BREAKDOWN

43.

Cash Sales [illegible]

Accts. Rec. [illegible]

Total [illegible]

Figures compiled from July to August 20

Inventory on Hand (Products)

	quantity	value
Magazine Racks	[illegible]	[illegible]
Mini Mag Racks	[illegible]	[illegible]
Towel Racks	[illegible]	[illegible]
Knife Racks	[illegible]	[illegible]
Coasters	[illegible]	[illegible]
Plaques	[illegible]	[illegible]

TOTAL [illegible]

Product Sales

	quantity	value
Magazine Racks	[illegible]	[illegible]
Mini Mag Racks	[illegible]	[illegible]
Towel Racks	[illegible]	[illegible]
Knife Racks	[illegible]	[illegible]
Coasters	[illegible]	[illegible]
Plaques	[illegible]	
TANK Racks	[illegible]	[illegible]

Total [illegible]

Total Anticipated Profit [illegible]

Total Materials Value [illegible]

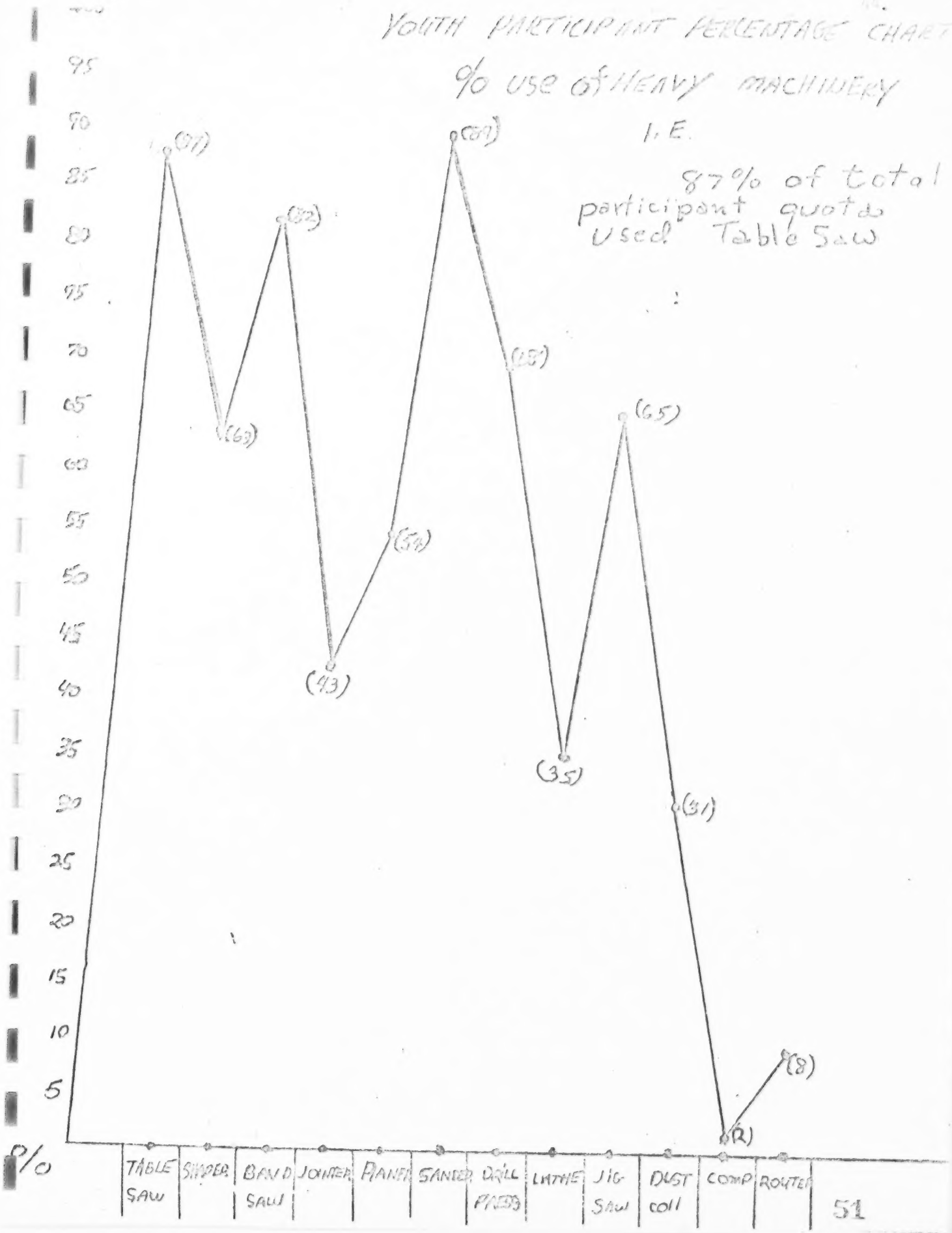
Total Value of Products [illegible]

YOUTH PARTICIPANT PERCENTAGE CHART

% use of HEAVY MACHINERY

I. E.

87% of total participant quota used Table Saw



For Youth Tutoring Youth Activities:

(1) 80% of all tutors (9th grade PDO's) participating in the Y.T.Y. program will increase their report card grade in one or more major subjects by 10% during the semester of their participation. Report card grades from the first semester will be compared with their grades for the second semester.

Procedure. Sixteen of the original 20 tutors remained in the program for the duration. Report card grades were collected from school records for the first semester and second semester.

Results. Ten of the sixteen students had complete data in their records. Of these, seven students increased their grades in one major subject by 10% for a total of 70% of the sample. One of these students increased his grades by 10% in all four major subjects.

Overall, the results fell short of the expected number of students reaching the performance level.

Process Objectives.

(1) An analysis of individual learning difficulties will be made. Individual folders will be used to keep these records. The evaluator will randomly sample these folders during the month of November to determine whether individualized learning difficulties have been analyzed.

Procedure. Case studies, which include more than just learning difficulties have been ongoing since October. These studies take the form of discussions every Thursday afternoon when the teams of core teachers meet, often with the home/school counselor and Process central staff. Folders are kept by the home/school counselors only for special cases. The case studies are action oriented rather than clerical task oriented.

This interaction of these groups around individual students problems is being carried out quite successfully. Students are being helped and given alternatives rather than being discarded or ignored.

(2) Individualized goals will be established by the students in the instructional component. This will establish an individualized reward system in class rather than a competitive one. This objective will be measured by monthly monitering by the coordinator and supported by a student questionnaire with 60% of the students favoring this method over the traditional method before participation in this component (teacher effectiveness).

Procedure. The instructional coordinator has been working with the teaching teams around this objective, and is supported by another staff member.

A student questionnaire divided into questions about 1) teacher effectiveness, 2) curriculum effectiveness, and 3) school effectiveness (building, management, rules) was administered to target students in grades 8 and 9. Control groups have also been used but those comparative results have not been compiled yet.

Results. The questionnaire and a breakdown of the 3 factors can be found in the appendix. The following table reveals that for this objective all schools did demonstrate a level of agreement above 60% for teacher effectiveness.

PERCENTAGE OF STUDENTS AGREEING POSITIVELY WITH STATEMENTS ON STUDENT ATTITUDE QUESTIONNAIRE

SCHOOL	CE	TE	SE
Middle	63%	77%	45%
Lord	57%	62%	37%
Morton	52%	64%	46%
Q-School	55%	80%	48%

DISTRIBUTION OF CHOICES FROM THE STUDENT ATTITUDE QUESTIONNAIRE

SCHOOL	FACTOR	AGREE	NOT SURE	DISAGREE
	CE	63%	22%	15%
Middle	TE	77%	15%	8%
N=71	SE	45%	24%	31%
	CE	57%	25%	17%
Lord	TE	62%	21%	17%
N=54	SE	37%	21%	42%
	CE	52%	29%	19%
Morton	TE	64%	24%	12%
N=62	SE	40%	25%	29%
	CE	55%	28%	17%
Q-School	TE	80%	17%	3%
N=10	SE	48%	20%	31%

CE = Curriculum Effectiveness

TE = Teacher Effectiveness

SE = School Effectiveness

(3) 60% of the students in the instructional component will demonstrate that this component is allowing them to learn more and that the methods of individualization are linked more than before participation in this component. A questionnaire will be administered to student participants in January to measure this objective.

Procedure. The same questionnaire, administered in January, as in the previous objective was used. In this objective only the Curriculum Effectiveness factor was used as a measurement.

All student groups response averages approached the 60% level but only in the Middle School was that level attained. These responses are nevertheless quite positive, however, they tell us that we need to refine the methods of individualization. The introduction of new methods has upset the pattern and expectations students and teachers have of curriculum. This phenomena is perhaps quite normal. Steps are being taken to get more input from students in order to clarify their feelings about the curriculum approaches, particularly through Camp Interlocken.

(4) Reading specialists in the Middle School and two Junior Highs will provide potential dropouts with at least 3 hours per week of formal reading instruction and skill building. Student's progress and problems in reading will be assessed and recorded by the reading specialists. This will be monitored monthly by the instructional coordinator and evaluator.

Results. A separate reading specialist is working in each of the schools above. All students are receiving 3½ hrs. of reading instruction and skill building.

The Middle School is demonstrating the greatest progress. The two reading teachers at the Jr. Highs had to be replaced during the first semester, one due to illness and the other expecting a child. These changes have slowed the development of an effective reading program at Lord and Morton. The progress of these students has increased more rapidly with the addition of two permanent reading teachers as the post-test data indicates. Also, a curriculum guide has been partically completed by these reading teachers.

Management Objective.

(1) The instructional component will demonstrate that it is operating according to schedule. Monthly reports will be completed by the coordinator including an updating of the timeline. The Management Council will assess this objective and take corrective steps where necessary to keep the component on schedule.

Procedure. Monthly reports have been completed by the coordinator with an updating of the component timeline. The central staff serve as a Management Council and have been meeting monthly to assess progress and take corrective steps where necessary. Monthly reports are on file to validate this objective.

Final Report on Staff Development Objectives

CHAPTER V

The Staff Development Component has been conducting an ambitious program for this current funding year. Our plans have called for us to be working in several areas concurrently. They are as follows: ongoing training for home/school counselors, ongoing training for teachers in our core teams, a summer workshop for counselors and teachers, and a released-time training program for each of our five target schools (plus a feeder school requesting participation).

The released-time program has been changed in content from the description found in the proposal. Mr. Nagle, the Superintendent, established with Process a joint council of principals from our target schools. During the course of meetingswhich have followed, the principals and other members of the school system's middle management have identified needs in addition to those outlined in our proposal. It was decided to change the emphasis of released-time to more individual centered activities. The goal being that by the end of the year teachers would consider released-time valuable to them and feel that their individual needs as teachers were being met. A second emphasis was established: released-time should provide new ideas in the area of curriculum development and time for math and English departments to work together on revision of curriculum. The released-time format was changed to provide for these needs.

The scope of the Staff Development Program outlined above had to be modified due to the departure of our staff developer in March, 1972.

The program management had to then decide, on a priority basis, which staff development activities would remain. It was decided that due to the importance and scope of our released-time program that it alone would be continued.

This decision also has modified the evaluation plan for the Staff Development Component. All behavioral objectives will be reported but project evaluation will be of an interim nature. The evaluators decided that due to the absence of a staff developer that staff progress can only be attributed to a history effect or chance variation. Post-testing in this situation was meaningless because of the ambiguity of the causal factor.

Performance Objectives of Staff Development Component.

Product Objectives.

(1) 65% of the teachers sampled in the target schools will demonstrate 25% improved ability and competency to individualize instruction in one or more of the major subject areas by May as a result of staff development training.

Procedure. An Observational Checklist will be completed by the evaluator and staff developer in January and May.

Results. The observational checklist was administered for pre-testing in January. Two methods were implemented (1) two outside observers observed actual class situations and tallied demonstrable classroom behavior. They then compared observational sessions using the Thurstone Jury Method; and (2) the instructional component coordinator and the staff developer both rated the classroom teachers according to the behaviors listed in the checklist. This method was used because of the exposure of the raters to the respective teachers classrooms. Rater reliability was computed and r = .62.

It can be deduced from this reliability that the individual raters fluctuated significantly in their individual ratings. A possible cause of this difference may be attributed to differences in classroom exposure or that one rater was more liberal in their interpretations than the other.

A post-test was not administered because both the staff developer (who had departed) and the instructional coordinator whose increasing work load kept curtailing his direct classroom involvement. The observational method was also rejected because the respective teachers felt the observational method was too intimidating to their classroom styles and recommended that we eliminate it. Due to the absence of any Staff Development Program, the evaluators agreed with the teachers' assessment.

The pre-test data may give the reader some indicator of the teachers' ability to individualize instruction, but one should note that the absence comparison data makes any causal inferences impossible.

Observation Checklist Pre-test Data

TEACHERS	MAXIMUM POSSIBLE SCORE	RATER 1 R. S.	RATER 2 R. S.	METHOD USED
Morton				
1	185	70 38%	109 58%	Rater
2	185	96 52%	107 58%	Rater
3	185	94 51%	112 60%	Rater
4	185	116 63%	131 71%	Rater
5	185		103 56%	Rater
Henry Lord				
1	144	57 40%		Thurstone
2	144	49 34%		Thurstone
3	144	65 45%		Thurstone

Percentages were obtained by dividing obtained scores by the maximum possible score. The chart does indicate that the teachers were attempting to individualize instruction with many variations of success.

(2) 50% of teachers and counselors in the 9th grade target schools will demonstrate a 25% increased ability to be seen as a student centered resource as a result of continuous staff development training.

Procedure. All students of core teachers will complete a Likert response questionnaire in January to measure this objective.

Results. The Student Questionnaire which was based on Curriculum Effectiveness, Teacher Effectiveness, and School Effectiveness was used to measure this objective. The questionnaire was geared to obtain information on teacher behavior which coordinated with our Staff Development model. (See Appendix for an example.)

STUDENT QUESTIONNAIRE POSITIVE
RESPONSE PERCENTAGES

SCHOOL	C.E.P.	C.E.C.	T.E.P.	T.E.C.	S.E.P.	S.E.C.	N-P	N-NP
Morton	.52	.57	.64	.65	.46	.55	78	42
Lord	.57	.48	.62	.39	.37	.43	71	57
Middle	.63	.53	.77	.50	.45	.56	109	43

Key: C.E.P. - Curriculum Effectiveness PROCESS Classes
C.E.C. - Curriculum Effectiveness in Comparison Classes (non-PROCESS)
T.E.P. - Teacher Effectiveness PROCESS Classes
S.E.P. - School Effectiveness PROCESS Classes
T.E.C. - Teacher Effectiveness Comparison Classes (non-PROCESS)
S.E.C. - School Effectiveness Comparison Classes (non-PROCESS)
N-P - N for PROCESS Class
N-NP - N non-PROCESS 2 Intact Classes

The Student Questionnaire was administered to both PROCESS students and non-PROCESS intact classes (the teachers volunteered their classes). On both curriculum effectiveness and teacher effectiveness questions the PROCESS students had a higher favorable response than the non-PROCESS students except at Morton Jr. High School where there was a .03 difference in curriculum and a .01 difference in teacher effectiveness. The school effectiveness questions resulted in higher percentages across the board for non-PROCESS students. This result may be attributed to the PROCESS population which has encountered a greater percentage of school problems than the non-PROCESS classes and thus view school less favorably.

Unfornately, comparison data is not available but because of the low responses on school effectiveness questions by the PROCESS students one would expect also lower responses on the curriculum and teacher effectiveness categories. The results indicate just the opposite trend. The PROCESS students results indicate that the PROCESS teachers are being seen as a student centered resource. It also indicates that students, who have met much school failure, are beginning to react positively to the learning situation. Note: The non-PROCESS classes also may have spuriously high percentages due to a "volunteer" effect.

Process Objectives.

The following project objectives measure the success of separate training events. They can also be considered process objectives or stepping stones in reaching the above overall project objectives for this component.

(1) Each teacher, home/school counselor, or staff participant at the beginning and end of the summer workshop will make a written statement as to his role and as to how his role interrelates with other staff roles. The mean occurrence (frquency) of eight role areas emphasized by the summer lab will increase by 50%.

Eight Key Concepts or Role Areas Emphasized by Summer Lab

1. Other staff relationships
2. Being part of a team
3. Individualized inst.
4. Student decisions/problem-solving (helper and resource vs. teacher)
5. Indiv. experience success (motivate)
6. Student-centered curriculum (needs)
7. Being a friend - relationships
8. Affective education (responsibility in this area)

Procedure. The frequency of occurrence of the eight role areas was 39 on the pre-test and 66 on the post-test (n=15). This is a 69.5% increase which is well above the 50% level of the objective. Inter-rater reliability proved acceptable as a verifier.

A sign test was also employed. It was hypothesized that teachers would show greater insight into their roles at the end of the summer lab compared to the beginning of the summer lab.

H_o: Teachers insight into their roles will be no different at the end of the summer lab compared to the beginning of the summer lab.

H_1: Teachers insight into their roles will increase by the end of the summer lab compared to the beginning of the summer lab.

$\alpha = 0.01$
X = 1
N = 12 - the number showing differences
p = .003

Decision: Reject H_0 in favor of H_1

$p < 0.01$

SIGN TEST

PRE	POST	
2	8	+
4	6	+
2	5	+
3	5	+
3	4	+
3	1	-
4	4	0
3	4	+
3	3	0
3	6	+
1	4	+
2	5	+
2	5	+
1	3	+
2	2	0

Results.

Teachers who participated in the summer lab showed increased insight into their roles as measured by their written statement.

TABLE 1.5

PRE-TEST

ROLE AREAS	Teacher 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1							1									1
2		1	1	1			1	1		1		1	1			8
3		1		1		1		1								4
4							1	1								2
5		1	1		1	1	1		1	1	1	1		1	1	11
6		1		1	1	1			1	1			1		1	8
7	1			1											1	3
8	1								1							2
Σ	2	4	2	3	3	3	4	3	3	3	1	2	2	1	2	39 $\bar{X}$ = 2.53

TABLE 2.5

POST-TEST

ROLE AREAS	Teacher 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1		1		11				1				1				5	
2	11	11	1	11			1	1		11		11	11			15	
3	1											1		1		3	
4	1				1		1	1	1	1	1		1			8	
5	1	1	1		11	1	1	1	1	11	1		1	1	1	15	
6	1	1	1	1			1		1			1	1	1		10	
7	1	1	1							1	1				1	6	
8	1		1		1						1					4	
Σ	8	6	5	5	4	1	4	4	3	6	4	5	5	3	2	66	$\bar{X} = 4.33$

(2) Each teacher team will have developed a written orientation plan/program to use with their students (PDO's) during the 1st 3 weeks of school by the conclusion of the summer lab.

(3) Each teacher will have created a set of written lesson plans for the 1st month of school prior to completion of the summer lab. These lesson plans will reflect that teachers are beginning to individualize instruction for their PDO's.

Results. Upon completion of the summer workshops the individual workups were completed and approved, then placed on file.

(4) Released-time has been modified to an institutional change model. It is the Project's intent to expose the school system in a coherent manner to the wealth of educational material, methodology and theory that has been generated over the past five years. It was further narrowed down to attempting to identify specific system needs. Using this model we naturally suffered the usual growing pains but what has developed is a comprehensive mini-course selection system. The teachers are given the option to either work out their own learning contracts or to enroll in one or more courses from the mini-course list. These courses are staffed by both outside consultants and Fall River School consultants. (For a listing of the specific courses and teacher enrollments please refer to the first two pages in our newsletter and the mini-course list in the Appendix.)

Procedure. PROCESS evaluators will have 12 reaction forms from each participating teacher by May 30 to evaluate the success of released-time. From October through May 1st, 80% of the teachers involved in the released-time program will communicate a positive feeling toward released-time.

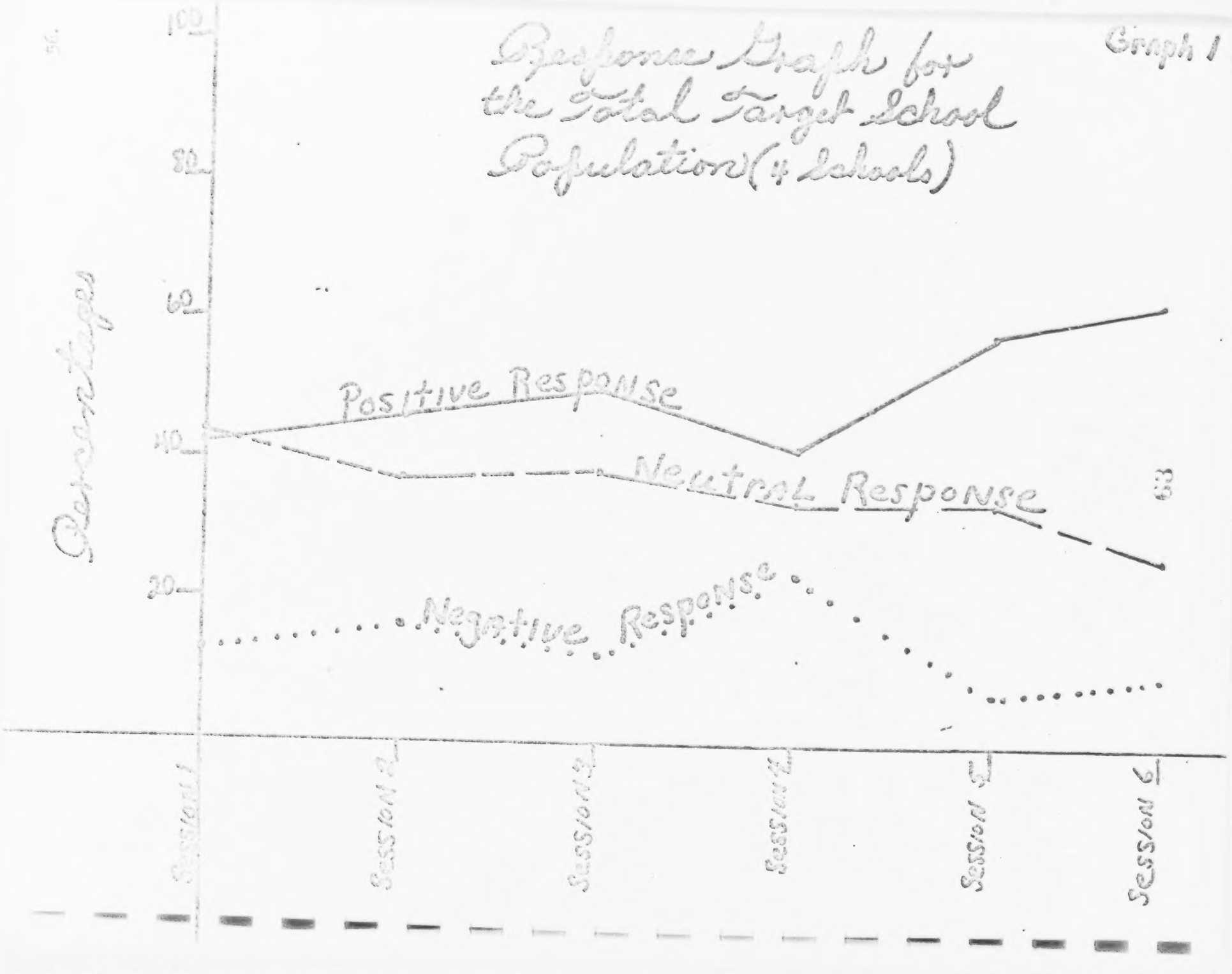
Results. Reaction forms have been compiled after each released-time session. These forms were then tallied according to whether the response was positive, neutral, or negative. The response categories were (1) How do you think others are feeling about released-time? (Group Effectiveness) (2) How are you feeling about released-time at this point? (Individual Effectiveness) (3) Were you ever wanting to say something during released-time and couldn't. (Group Effectiveness) (4) Has your interest in released-time increased, remained the same or decreased? (Individual Effectiveness).

Four of the first six released-time sessions were PROCESS planned while the remaining eight sessions incorporated the new mini-course selection approach. A session-by-session graphical analysis will be presented on the following page. Please examine these graphes carefully before proceeding.

The overall response graphes, Graph 1 and Graph 2, do not show any consistent trend. They vary with regard to the individual released-time session. It should be noted though that after the change in format, Sessions 5-12, that the positive response category fluctuated between the interval of 55% to 65% which would indicate a somewhat consistent favorable response.

Graph 1

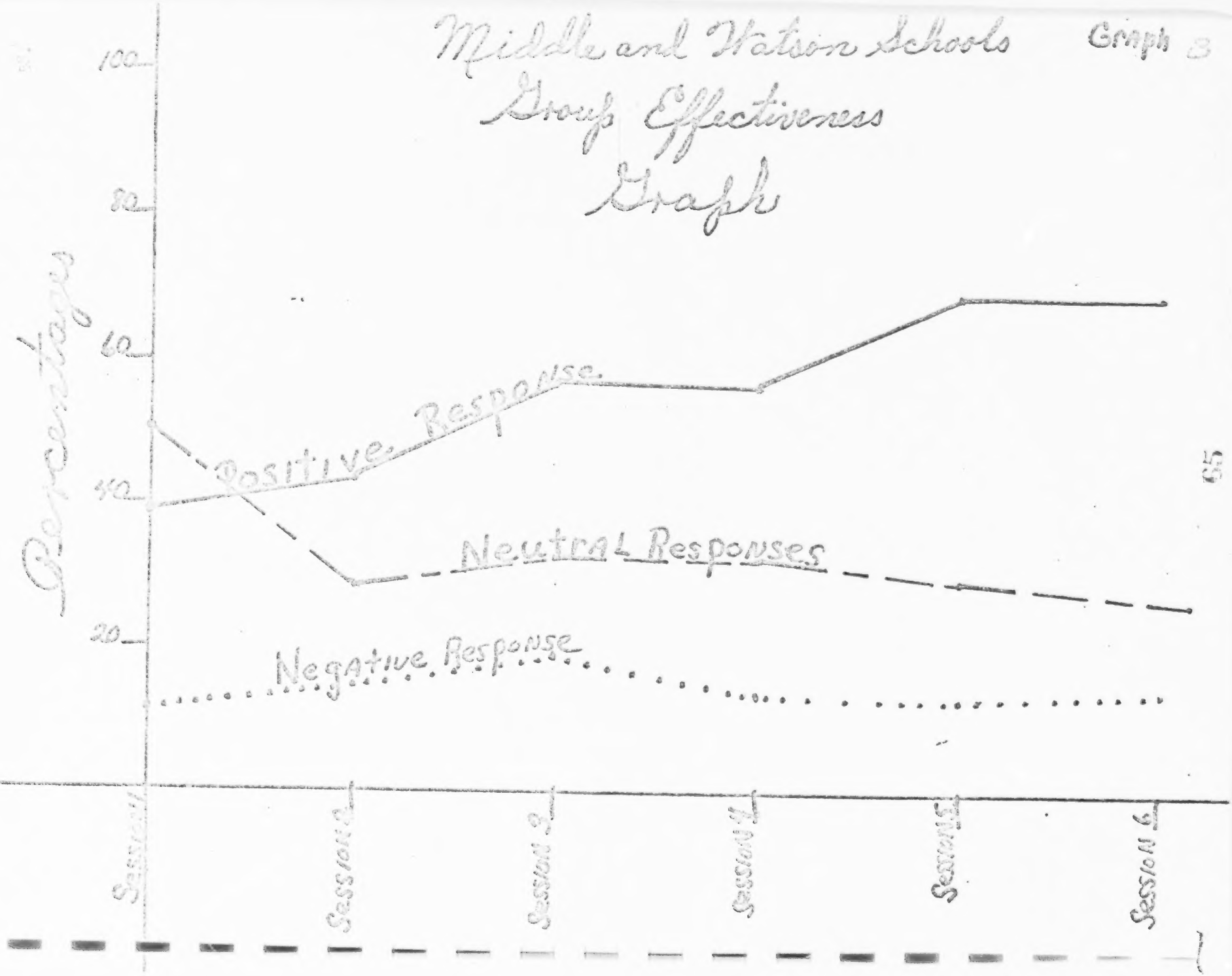
Response Graph for the Total Target School Population (4 Schools)



Percentages - Detail
Sessions
January 22
February 3
February 15
March 1
March 16
April 6
Republican
Democratic
Republican
Democratic

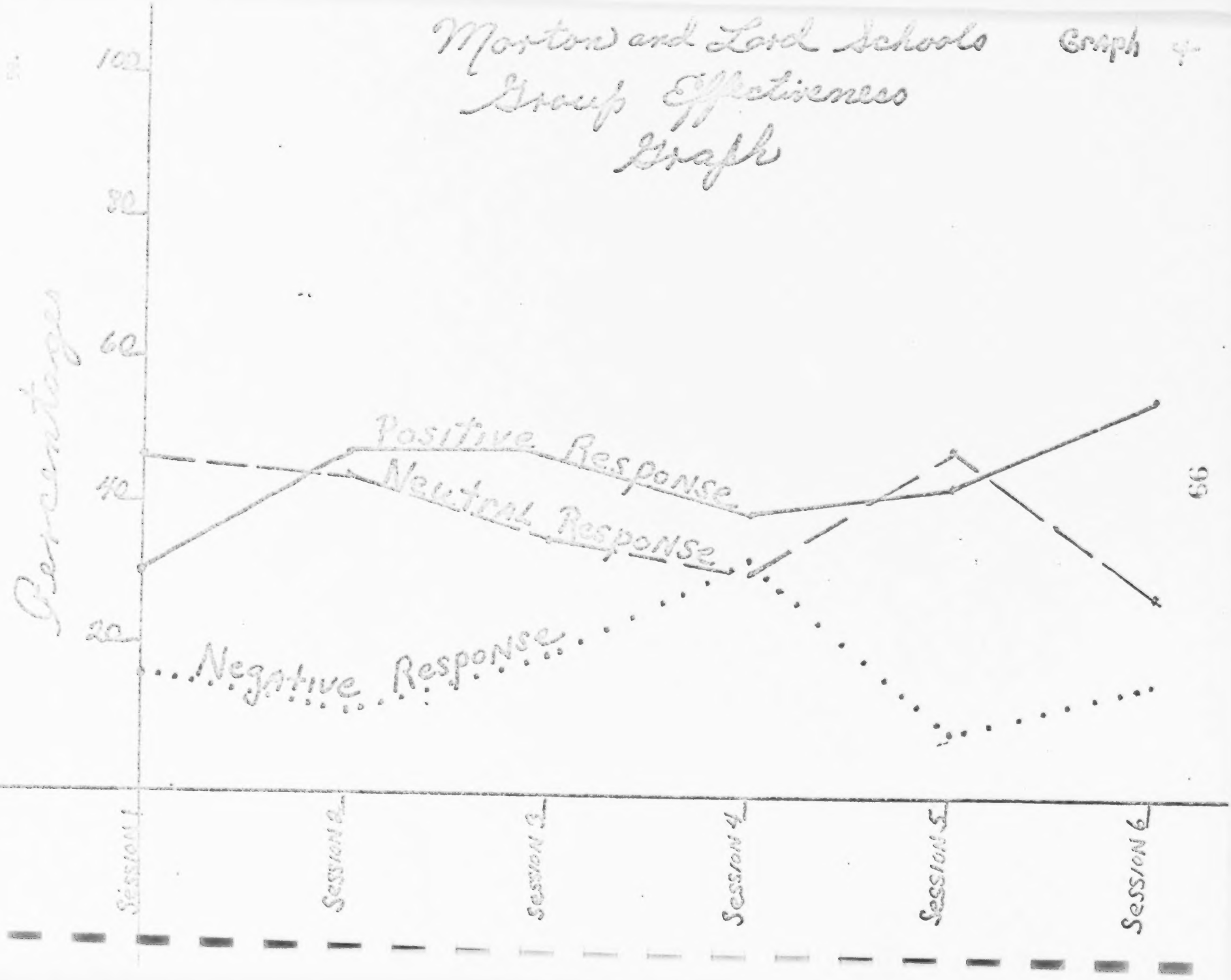
Middle and Watson Schools Graph 3

Group Effectiveness Graph



Morton and Lord Schools Graph 4

Group Effectiveness Graph

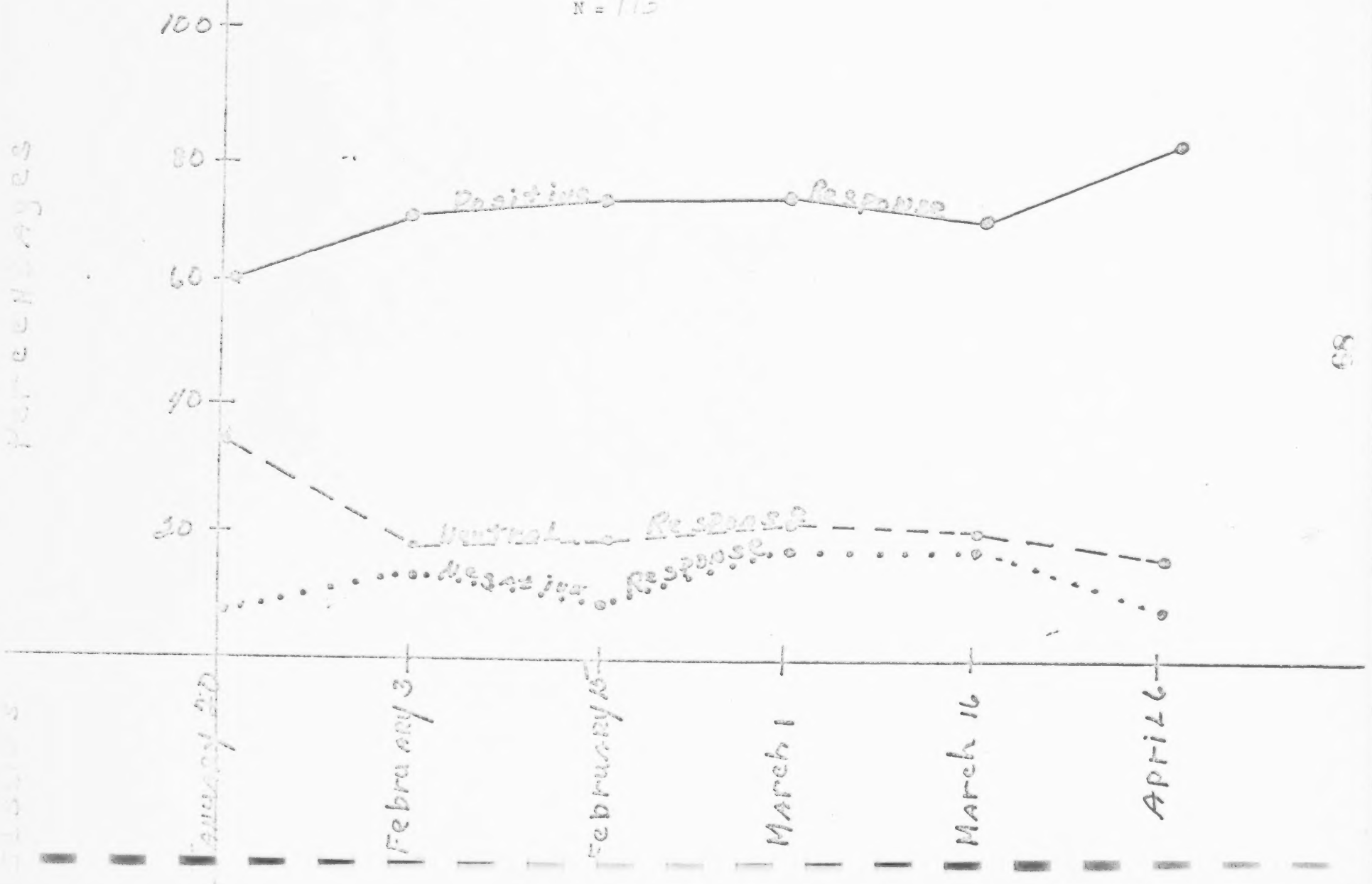


Sessions
Percentages
6.
January 20
February 3
February 15
March 1
March 16
April 6
20
40
60
80
100
Positive
Negative
Ambivalent
Responses
No response
QUESTION 1-A - How do you think others are feeling about released-time at this point?
N =

Graph 6

QUESTION 3 - Did you find yourself wanting to say things during the meeting that you didn't actually say?

N = 115



68

Percentages

20 40 60 80 100

Session 1

Session 2

Session 3

Session 4

Session 5

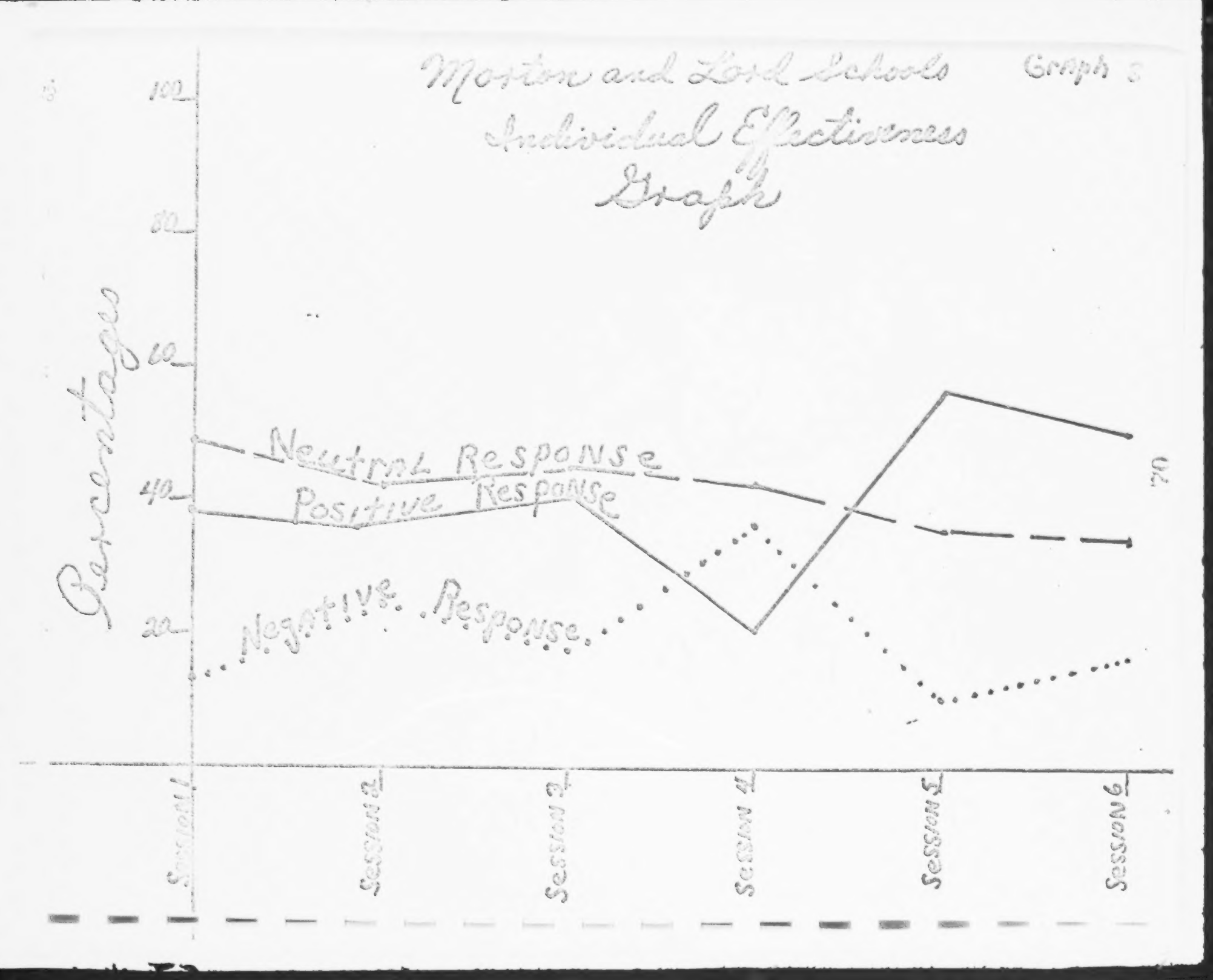
Session 6

Neutral Response

Positive Response

Negative Response

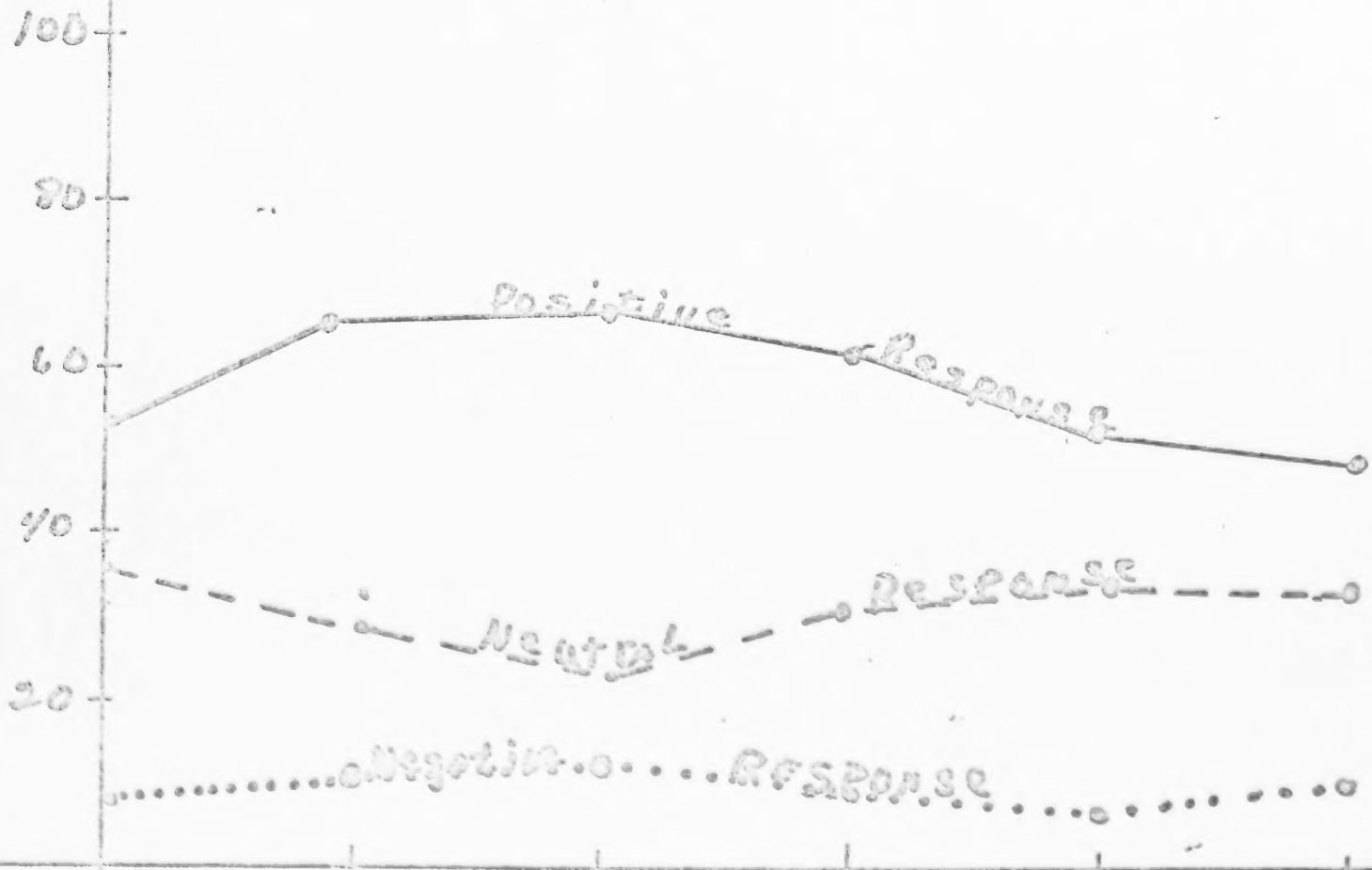
Middle and Advanced Schools Graph 1
Individual Differences
Eight Years


Morton and Lord Schools
Individual Effectiveness
Graph
Graph 5
Percentages
100
80
60
40
20
Neutral Response
Positive Response
Negative Response
Session #1
Session #2
Session #3
Session #4
Session #5
Session #6

Graph 9

QUESTION 2 - How are you feeling about released-time at this point?

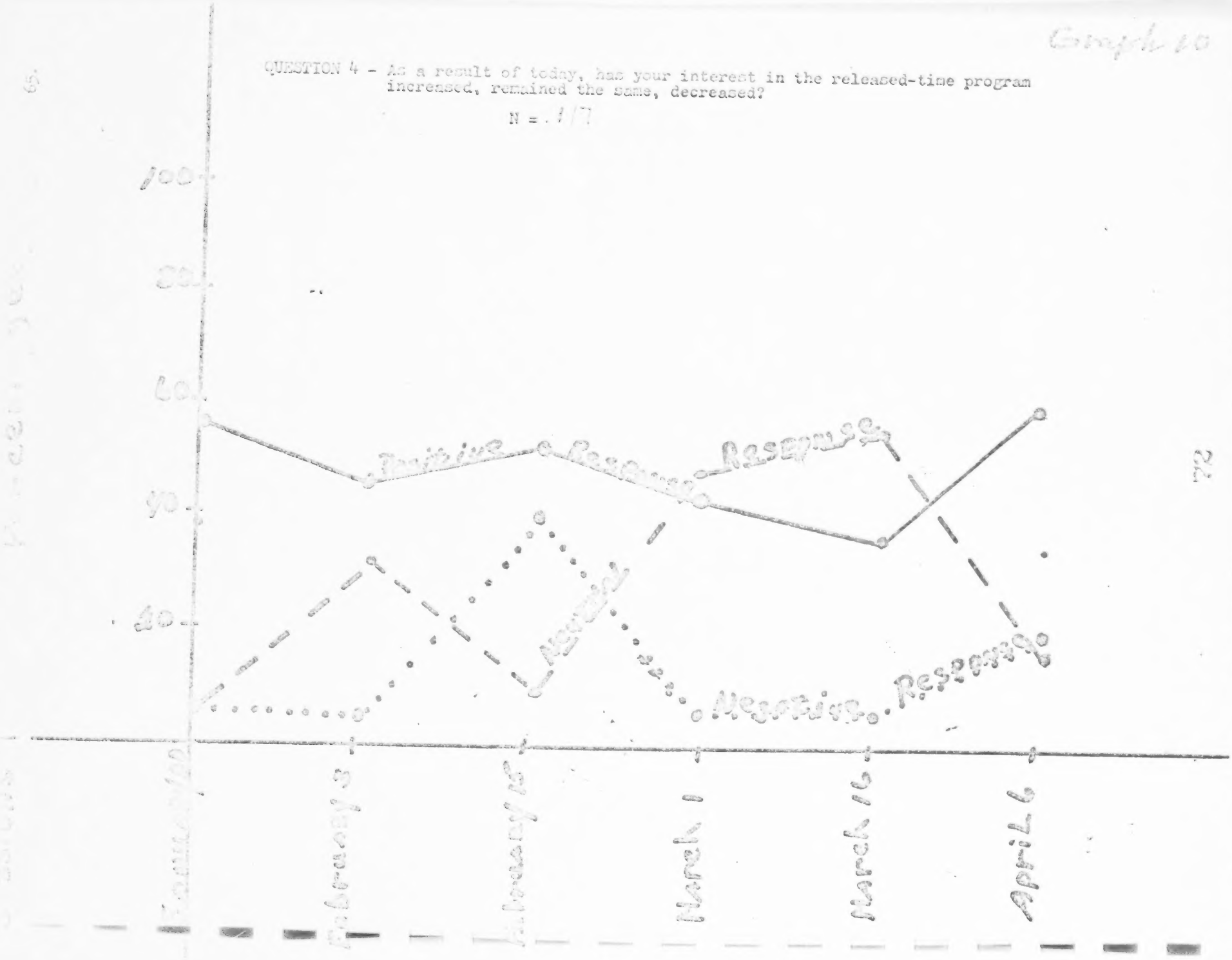
N = 117



Graph 10

QUESTION 4 - As a result of today, has your interest in the released-time program increased, remained the same, decreased?

N = 117



The neutral and negative reponse categories were also erratic but again the negative and neutral response lowered after the 4th session. The better responses from Session 5-12 indicate that the released-time modification after Session 4 was more successful.

The graphical representation for Questions 1 and 3, Graphs 3, 4, 5, 6; Questions 2 and 4, Graphs 7, 8, 9, 10 have within them response variations between sessions. They also show a slightly upward trend after Session 4 which reinforces the hypothesis that the released-time modification was a beneficial change. Note: Question 4 - Has your interest in released-time increase, remained the same, or decreased? has a scorer contamination in the remain the same response. One does not know if a remain the same response is positive or negative. Therefore, Question 4 graphing may be questioned due to the inflationary or deflationary nature of the category.

PROCESS staff also collected and evaluated any program recommendations that were suggested. There were 10 basic questions which were asked to obtain this information.

These questions have been evaluated and kept in our central file. Questions 4, 8, and 10 were applicable to the positive, negative, neutral paradigm and produced interesting results.

Percentage Evaluation of Summary Feedback on Released-Time

Schools: Middle, Watson, Henry Lord, Morton

Question 4 - Regarding my development as a teacher I find released-time to be

	Positive	Negative	Neutral
	24	21	2
	6	26	6
	15	2	3
	21	14	9
Totals	66	63	20
N = 149	44%	42%	14%

Question 8 - When I think about the part the PROCESS staff played in released-time I feel

	Positive	Negative	Neutral
	10	30	2
	4	19	8
	8	4	3
	9	14	19
Totals	31	67	32
N = 130	24%	52%	24%

Question 10 - When I think about having released-time again next year I

Positive	Negative	Neutral
31	4	7
17	0	1
16	8	11

Question 10 Continued

	Positive	Negative	Neutral
	23	10	13
Totals	67	22	32
N = 141	62%	16%	22%
Overall Totals	184	152	84
N = 420	44%	36%	20%

As can be readily seen a contradiction arises, Project PROCESS received a heavily negative response in Question 8 but Question 10 about retaining released-time was very positive. This indicates a teacher reaction against PROCESS. This phenomena also may have deflated the results in our graphical representation.

It was sensed during the year that the teachers, even though consulted heavily by PROCESS personnel, felt that Project PROCESS was trying to tell them how to teach correctly. This attitude may have caused the above contradiction.

Overall, released-time has gained acceptance within the school system and will definitely be retained as a school-wide program. Due to this, released-time should be considered a major success.

Mini-Courses List

DATE	SCHOOL('s)	COURSE
1/18/72	Henry Lord & Morton	Understanding Student/ Teacher Relationships
1/18/72	Henry Lord & Morton	Art Group
1/18/72	Henry Lord & Morton	Cheap Science Materials
1/18/72	Henry Lord & Morton	Reading
1/18/72	Henry Lord & Morton	Drugs
1/18/72	Henry Lord & Morton	Large Classes
1/18/72	Henry Lord & Morton	Problem-Solving
1/18/72	McDonough	Problem-Solving
1/20/72	Middle & Watson	English Department
1/20/72	Middle & Watson	Consumers' Ed. Dept.
1/20/72	Middle & Watson	Understanding Schools Neighborhood
1/20/72	Middle & Watson	Health Referrals
1/20/72	Middle & Watson	Approaches to Teaching Reading
1/20/72	Middle & Watson	Glasser Meeting
2/3/72	Middle & Watson	Art
2/3/72	Middle & Watson	Consumer Education
2/3/72	Middle & Watson	5th Grade Teams
2/3/72	Middle & Watson	6th Grade Teams
2/3/72	Henry Lord	Problem-Solving
2/3/72	Henry Lord & Morton	Student & Teacher
2/3/72	Middle & Watson	7th Grade Team
2/3/72	Middle & Watson	Reading
2/3/72	Morton	Social Studies
2/3/72	Morton	Seashore Science
2/3/72	McDonough	Developing a Problem-Solving Unit
2/3/72	Morton	Reading
2/3/72	Morton	Large Classes
2/3/72	Morton	Art Group
2/3/72	Morton	Drugs
2/3/72	Henry Lord	Social Studies
2/3/72	Watson	Mapping
2/3/72	Watson	Glasser Type Discussions
2/3/72	McDonough	Problem-Solving
2/3/72	McDonough	Music

Mini-Course List

DATE	SCHOOL('s)	COURSE
2/15/72	Henry Lord & Horton	Problem-Solving
2/15/72	Henry Lord & Horton	Home Base School
2/15/72	Henry Lord & Horton	Science
2/15/72	Henry Lord & Horton	Drugs
2/15/72	Henry Lord & Horton	Reading
2/15/72	Henry Lord & Horton	Approaches to Large Classes
2/15/72	Henry Lord & Horton	Social Studies
2/15/72	Henry Lord & Horton	Low Cost Art
2/15/72	Horton	Horton Process Team - Trailer
2/17/72	Middle	Reading
2/17/72	Middle	French
2/17/72	Watson	Understanding Neighborhood
2/17/72	Watson	Glasser Type Discussion
2/17/72	Middle	Current Events
2/17/72	Middle	English
2/17/72	Middle	Art
2/17/72	Watson	Neighborhood Mapping
3/1/72	Henry Lord & Horton	Contemporary Music in the Classroom
3/1/72	Henry Lord	Social Studies Department Meeting
3/1/72	Henry Lord & Horton	Foreign Languages Through Activities
3/1/72	Henry Lord & Horton	Use of Consumer Education Kit
3/1/72	Henry Lord & Horton	Math Department
3/1/72	Henry Lord & Horton	English
3/1/72	Middle	English 7th & 8th
3/1/72	Middle	Art Department
3/1/72	Middle	French
3/1/72	Middle	Math
3/1/72	Middle	Innovations in English Curriculum
3/16/72	Middle	Discipline & Emotional Problems
3/14/72	Henry Lord & Horton	Social Studies
3/14/72	Henry Lord & Horton	Science
3/14/72	Henry Lord & Horton	Math Games That Reinforce Learning

Mini-Courses List

DATE	SCHOOL('s)	COURSE
3/14/72	Henry Lord & Norton	Innovations in English Curriculum
3/14/72	Henry Lord & Norton	Recognizing Serious Emotional Problems
3/16/72	Middle & Watson	Recognizing Serious Emotional Problems
3/14/72	Henry Lord & Norton	Math Games That Reinforce Learning
3/16/72	Middle & Watson	Social Studies Teachers
3/14/72	Henry Lord & Norton	Recognizing Serious Emotional Problems
3/16/72	Middle & Watson	7th Grade Team
3/16/72	Middle & Watson	Science
4/6/72	Middle	Word Games
4/6/72	Henry Lord & Norton	Current Events
4/6/72	Henry Lord & Norton	Math Games
4/6/72	Middle	Dramatics
4/6/72	Middle	Math

Final Report on Special Services Component

CHAPTER VI

The Special Services Component is a backup system to the Instructional Component. It is primarily concerned with the behavioral problems of our target population. Its main staff is a home/school counselor in each of the five target schools whose role consists of personal counseling, group work, maintaining home contacts, and accumulating data on each target student. The Special Services Component is coordinated by one individual who in cooperation with the Instructional Coordinator is responsible for bringing about a coherent and cohesive program of educational and psycho-social services in Project Process classes through the adequate interface between the activities of the teaching teams and the home/school counselors at the respective schools. In addition, the Coordinator of Special Services negotiates for specialist services within the community and interfaces with the Department of Pupil Personnel Services of the Fall River Public Schools.

Q-School. Since its conception, it has generated an immense amount of discussion and commentary. The commentary has ranged from a hearty "well done" to a disenchanted "inadequate." To fully appreciate the disparity in comments one must briefly reflect upon Q-School's short history. Q-School was not the brainchild of any of Process's staff, nor was it neatly laid out in contingency plans in some Federal document. Q-School originated purely out of a system's need. Late in September, it became apparent that some students just were not making it in the city schools. The individual's specifics were different, but the underlying reasons can be summarized as habitual truancy, refusal to do any school work, and continual behavioral disruptions. Eventually the individual school administration must make the difficult decision of either suspending or expelling the student for the overall good of the teachers, students, school. It is our aim to give both school and students an alternative to this inevitable decision.

In many instances an individual's school performance and behavior will be extended to "life situations" upon leaving school. The student who has a history of school problems often becomes a social problem. Hopefully, Q-School can be an agent in reversing this terrible trend.

Community Involvement. Organizing parents and tying in as many community agencies as possible has been the focus of community involvement. Because much of this has a direct relationship to the home/school counselors, it seems appropriate to summarize these activities in the Special Services Component. These numerous outreaches have come about through the efforts of the Community and

Communications Coordinator for Project Process. Much of this involvement is in the process of being evaluated. An interim evaluation of the effectiveness of the Advisory Council appears in Chapter III.

A summary of activities to date is presented below.

Parental Involvements;

.Parents selected by the August 1st date were invited to visit the Y.O.U.T.H. program and Interlocken Camp program.

.Five parents from four schools are on the Advisory Council.

.One parent attended Paducah conference.

.Parent representatives encouraged to visit schools. Two did so between October and December.

Middle School representatives met with team from the school and are preparing for more active involvement.

.Morton parent representatives met with team resulting in one in-school visit by five parents followed by a review of the program after school. Follow-up resulted in evening meetings with parents, the team, acting director, and two other Process staff, plus an additional date set for another meeting.

.Parents have been involved in reaching other parents. The evaluation and commitment to the program is developing.

.Watson parents are scheduled for an evening meeting with the team plus others.

.Watson parents going to school weekly to read to students of the fourth grade.

.Lord parents meeting is in the process of being planned.

Community Agencies;

.In the ecology program the community has become involved, namely, the Westport/Fall River Environmental Control Committee and the South Watuppa Pond residents.

.Interlocken Camp program this summer involved the Sea Bees did grading.

.Reached the community through a talk show of three staff members.

.16 slide presentations of Process to community organizations.

.Involvement of Life magazine and National Geographic in information relative to our ecology program solicited.

.Approaches made to S.M.U., B.C.C., and Bridgewater for the enlistment of students in our program.

.Personal contact by staff member has been made to at least the following:

-Flint Neighborhood Drop-In Center
-Brotherhood Center

-English As A Second Language
-Portuguese Youth Cultural Organization
-Mental Health Center
-Chamber of Commerce
-Model Cities
-Fall River Clergy
-Citizens for Citizens Legal Aid Personnel
-Homemakers Organization
-Three Different Family Service Representatives
-Model Cities Legal Aid Department
-Model Cities Community Organization Department
-Model Cities Community Service Division
-Protuguese Youth Organization
-PRIDE staff
-Special Education Department of the Fall River Schools
-United States Employment Service
-Friends World College, New York City, Long Island
-Neighborhood Center
-Model Cities Drop-In Center
-Bristol Community College, Education Department
-S.M.U., Education Department
-Diman Regional High School
-Chamber of Commerce Leadership Course
-Portuguese Language Class
-Follow Through Community Coordinator and a Key Parent
-Drug Education Program
-Bridgewater State College
-All Fall River Area Newspapers, T.V. and Radio Stations

Productive Objectives.

(1) By June 1st 50% of the hard-core potential dropouts referred by pupil personnel services will complete an individualized learning program which they have negotiated with Special Services staff.

Results. All referrals by Pupil Personnel have resulted in the students admittance to Q-School has more than adequately met the needs of this objective.

(2) Target school participants will demonstrate a 10% mean increase in self-concept as measured by the difference of the pre- and post-test scores of the Piers-Harris self-concept scale.

Results. Pre- and post-test scores have been collected and recorded. This objective was met at the above performance level.

PIERS-HARRIS SELF-CONCEPT

PRE & POST TEST MEANS FOR TARGET STUDENTS

SCHOOL	NUMBER	GRADE	N	PRE MEANS	POST MEANS	SIGNIFICANT AT .05 LEVEL T-TEST
Middle	96	8	62	52.83	56.45	Yes
Lord	61	9	24	48.15	57.77	Yes
Morton	68	9	51	47.74	52.55	No
Q-School	16	-	23	38.75	-	-

*Morton - Although not significant at the .05 level when dropped to the .10 level it was significant.

The level of significance for both the Middle School and Henry Lord can be interpreted by the statement that there was a significant change in the students self-concept with 95% assurity. In Morton case we can state the same thing but with a 90% assurity that the change didn't appear by chance. If the variation was not a chance variation then we can state that a change in the self-concept may be attributed to a program effect. Note: Q-School Self-Concept Inventories were used as tools for guidance rather than looking for a measurable effect.

(3) 25% of the parents of the students referred to Special Services will sign and complete an individualized parent contract as a result of consultation with staffcounselors as related to the child.

Results. Parent contracts were originally initiated but it became apparent that we had no method of monitoring parent behavior and motivation. Therefore, we dropped this model in lieu of initiating parental group involvement at the target school.

Home/School Activities:

(1) 75% of the families of identified potential dropouts will have been consulted at least two times during the school year by Special Services staff.

Results. This objective has been met. All the parents of these students have been contacted via a letter in September. Each month they receive a newsletter from the project. Three schools have also held one or more parent meetings in which the home/school counselor participates. Weekly, the counselors make home visits, hold individual conferences with parents, and spend many hours telephoning the parents when students are absent. These and other activities are being recorded in the data bank.

(2) The attendance rate of student participants in grades 4, 8, and 9 will be increased by 20% from the previous year as a result of the continuous follow-up contacts made by the home/school counselor.

Procedure. Data collection and analysis of this objective has been tied into the data retrieval system at Diman Vocational High. Half year attendance figures are illustrated in the following chart.

HALF-YEAR PERCENT CHANGES
IN ATTENDANCE FOR TARGET CLASSES

PROCESS CLASSES	GRADE	HALF-YEAR MEAN ABSENCES 1970-71	1971-72	CHANGE IN ATTENDANCE
Watson	4	8.0 days	5.5 days	31% increase
Middle	8	12.6 days	9.7 days	23% increase
Morton	9	11.4 days	10.0 days	12% increase
Lord	9	23.5 days	20 days	14% increase

Results. Average increase in attendance for target groups = 20%. This objective has been met overall, but not individually at grade nine. Note that the year periods are from half year points. This allows the project to have timely data available so that program modifications can be made should it be necessary. With the initiation of a more sophisticated and more reliable data collection and retrieval system this year the project will be in a position to further increase the timeliness of its data in the future.

(3) 60% of the identified potential dropouts in the 10th and 11th grades will receive at least 10 hours of intensive counseling during the school year 1971-1972. Records will be kept and reported to the evaluator.

Results. This has not been met as written. Due to last years limited funding for Durfee High School, Project PROCESS was able to have only one counselor at Durfee. Because of the high number of potential dropouts at Durfee the counselor handled the students who during the school term were identified as having a school problem. The counselors activities centered around school adjustment. That is the counselor was involved in school, court, employment and home activities of students. The counselor has logged 400 individual counseling sessions for approximately 150 students. The content of these sessions if reflected in the counselors journal which is on file. Further evidence of counselor success may be obtained from the list of potential dropouts who have received previous PROCESS programming. Of the 99 potential dropouts 7 dropped out for a 7% dropout rate while overall the 10th grade dropout figure was 12%. Note, the difference may be due to a bias in PROCESS identification but a PROCESS effect should be inferred.

For Model Cities Educational-Social Counseling Activities;

(1) Model Cities counselors will complete diagnostic reports for 50% of the target students in grades 4, 8, and 9 by May 1st. Data Bank records will be checked to measure this objective.

Procedure. This objective has not been met. Due to a work overload, Project Process and Model Cities had to eliminate this objective. Note: Model Cities has maintained a Student Drop-In Center which has enabled Project Process to change its direction in its proposed Drop-In Center.

For Drop-In Center Activities;

The original model of a counseling oriented drop-in center was altered to an action orientated tutorial and handicraft center. The two teacher managers of the center have the dual role of not only being a learning facilitator but also an attitude faci itator. During the half year their students have been exposed to macrame, loom work, chess skills, paper pottery, film-making, clay modeling, crocheting, knitting and hobby kits.

The tutorial program has been instituted at the high school and at all of The target schools for the students in need of academic rebuilding. Eighteen volunteers from a nearby college have committed themselves to this on a weekly basis. Student motivation was developed from a negotiated agreement for credit with their respective institution.

For the Work-Study Activities;

(1) 70% of identified potential dropouts diagnosed as needing a work-study program will be placed with a negotiated plan within 60 days of referral. Referral records will be used by the evaluator to measure this objective.

(2) 50% of students enrolled in the work-study program will complete their negotiated plan with a 10% increase in G.P.A. Records will be kept and reported to the evaluator.

Results. Both of these objectives have not been met. Explanation: To Correctly institute a workable work-study model one needs to devote a significant amount of time and money to this project. In this funding year Project PROCESS had neither.

Work-study has been approached this year on a feasibility basis, site visits and canvassing of local business has been initiated. In our upcoming proposal a work-study program will be presented.

Process Objectives.

(1) There will be significant parent involvement in the Home/School phase of the Special Services Component. This will be demonstrated by 50% of the target population parents attending at least one parent council meeting during the school year. Attendance records will be kept by staff and analysed by the evaluation coordinator.

Results. The attendance figures do not meet the 50% criteria but Project PROCESS has made significant inroads in the parent involvement project. These inroads lead us to believe that attaching level maybe arbitrary and meaningless. At Middle, Watson, Henry Lord and Morton the home school counselors have iniated two parent open houses. At these meetings PROCESS goals, student progress and the need for parent involvement were discussed.

The success of the Morton parent program has resulted in the setting up of the Parent North End Center. This parent group has tried to unite the parents of all school children, in an attempt to both elicit community knowledge of school activities and to enable the school system to become more responsive to community needs. These attempts to obtain positive communication has met with some resistance but inroads are already being made. (See Appendix A - Parent Articles.)

The perspective candidates for the '72 - '73 PROCESS programming have attended an initial parent meeting explaining PROCESS programming.

(2) Special Services Staff will make home visits to the parents of potential dropouts who have indicated that they will leave school at age sixteen. Eighty percent of such parents will be visited by staff members at least twice during the school year. Records of home visits will be kept to verify the attainment of this objective quarterly.

Results. This objective has not been met within project limits. Due to a turnover in personnel at two target schools Henry Lord and Morton, two home/school counselors had to be reorientated to the PROCESS system at mid-year. The lack of data produced by the initial two counselors have made accomplishment of this objective impossible.

Home visitation had to be remodeled to a need basis that arose within the school day. Parent contacts, telephone and letters have been extensive.

HOME - VISITATION & PARENT CONTACTS

	Home Visits	N	Parent Contacts
Durfee	13 visits		79
Morton	40 visits	80	370
Middle	20 visits	104	399
Henry Lord	5 visits	80	340
Watson	10 visits	40	150

Key: N = Number of students in the target population

(3) 80% of student participants will demonstrate:

-More self-assurance and self-directedness.

-More openness to discuss their failures, successes, aspirations, and plans. This will be reflected in anecdotal records kept on each student at target sites. The Special Services staff persons at each site will judge the anecdotal records and assess the degree of attainment of this objective. They will report the results to the Evaluation Coordinator.

Results. This objective has not been met as written. The counselors have used a journal technique to report individual counseling sessions. Trying to measure the journal on whether the student was more self assured and self-directed was felt to be to subjective of an evaluation. The journals will be kept on file at the PROCESS Office.

Management Objectives.

(1) The Special Services Component will demonstrate that it is operating according to schedule. Monthly reports will be completed by the coordinator including an updating of the time line. The management council will assess this objective and take corrective steps where necessary to keep the component on schedule.

Procedure. Monthly reports have been completed by the coordinator with an updating of the component time line. The central staff serve as the management council and have been meeting monthly to assess progress and take corrective steps where necessary.

(2) Each of the Special Services staff personnel will be directly involved with classroom teachers in case conferences and remedial treatments for a minimum of 5 hours per week. Through scrutiny of records, observations, and consultations with the teachers involved and other educational personnel on a monthly basis, the Special Services coordinator will assess the attainment of this objective.

Results. This process is continuing well above the 5 hours per week minimum. On Thursday afternoons alone, three hours are devoted to case conferences, not to mention the daily interactions, within the classes. Student critiques have been filled out by the PROCESS teachers and will be made available to their prospective teachers, in the '72 & '73 school year.

Summary of Weaknesses and Accomplishments

CHAPTER VII

Weaknesses in Program Design and Operation.

1. The reading program has been insufficiently planned and coordinated. This was further complicated by the loss of two of four reading teachers in November.

   Corrective steps: Because the project was unable to secure and hire a curriculum specialist with a strong background in remedial reading a consultant had to be used to work with the reading teachers. During the second semester the reading teachers began meeting with the consultant. However, as this developed the teachers decided they wanted to meet weekly with the curriculum coordinator of PROCESS to develop an articulated curriculum guide with a cross section of material that proved useful this year. This will be completed at the end of the summer. Also, the scheduling has been changed to include fewer numbers in remedial reading classes.

2. The program design has limited the amount of resources allocated to Durfee High School (grades 10-12). If the program is to be successful in reducing the dropout rate in grades 9-12, then more resources need to be allocated to the high school which includes grades 10-12.

   Corrective steps: Minimally, those 140 or so students in Project PROCESS classes at the ninth grade who will be attending Durfee should flow into a continued comprehensive program to increase their chances of successfully completing high school. Such a program is now being defined, negotiated and planned with School Department administrators and will be implemented in the fall of 1972, but at a much lower funding level than planned. Also, additional counseling services, work-study placement, and an automotive training program financed by Shell Oil will take place.

3. The initial released-time format, as stated in the continuation grant, was not meeting the needs of the target school teachers.

   Corrective steps: This weakness was realized early in the project year and was quickly modified. Evaluation sheets of the first sessions revealed this problem. The staff development coordinator met with teachers and principals before changing the format. Finally, the format was changed to a one focusing on more individual centered activities, or mini-courses coupled with subgroups working on curriculum modification. Long range plans are for the school, particularly via the leadership of principals and curriculum specialists to "own" the released-time program. This should result in a major modification for the school system, a process which will be self-generating over time.

4. The project's design as expressed in the continuation grant of 1971-72 didn't provide a treatment or alternative to those students with overt behavioral problems or those needing a transitional model to increase their ability to cope with the classroom.

   Corrective steps: In September steps were taken by the special services coordinator to meet this very pressing need. This transitional school, or alternative school, called Q-School received a great deal of support from Psychological services and Pupil Personnel services. The School Department came to the aid of PROCESS by providing an additional teacher. This program, an outgrowth of the nature of

Project PROCESS itself has gained strong support from many departments and social agencies within the city.

In fact, during the last two months a group of educators in Fall River have been meeting to plan for an alternative high school. This kind of initiative by School Department personnel is a great stride forward, initiative and courage which is rooted in the survival of Q-School.

5. The initial 1971-72 staff development approach and format was unrealistic in its expectations. The design wasn't based on a adequate diagnosis of all the core teachers educational experience levels.

   Corrective steps: The staff development coordinator become aware of this early in the program year. Individual and small group contracting with core teachers has been substituted for Monday afternoon staff development sessions. This allowed teachers to work with consultants or staff members around more specific tasks which the teachers requested.

   Unfortunately, this process became difficult to manage when the staff development coordinator moved and had to resign from the project. Then during negotiations for continuation a more distressing situation emerged. The position of staff development coordinator was no longer approved by Title VIII officials.

   New steps had to be taken. A plan for teachers, including performance objectives, has been developed and will be implemented in the fall.

Major Accomplishments.

1. Summer dropouts 45% lower at Durfee the sumer of '71 compared to the summer of '70.
2. 20% overall increase in attendance at the target schools compared to last year's rates for the same period, the highest increase being at Watson Elementary (31%).
3. Increased grade point averages at the target schools.
4. Reductions in the incidences of suspension for target school participants.
5. Statistically significant decrease in the chance of identified potential dropouts dropping out of school.
6. 12% decrease in the ninth grade dropout rate.
7. Increased cooperation and contracting with the courts and the social agencies of the city through Special Services.
8. Statistically significant increases in reading achievement for the target students.
9. 61% of the target students under study in grades 8 and 9 (95 students) increased their rate of growth in reading achievement by 25% or more over a six month period.
10. A 15% average increase in math achievement level for Morton 9th grade and Middle 8th grade target students.
11. Positive attitude changes of student participants.
12. Positive attitudes from Advisory Council and Principals' Council regarding effective communication and dissemination from the management system of PROCESS.
13. High attendance rates for Q-School students, 89.5%.

14. Progressive increases in attitudes about released-time; reaching a population of 343 teachers and administrators.
15. Increased interaction and coordination between PROCESS staff and other projects and administrators.
16. 76% of the potential dropouts in the Summer Camp program passed one or more subjects failed during the previous school year.
17. 60% of the above students who failed to be promoted in June passed the course work and test and were consequently promoted.
18. Initiation of a workable transitional school model.
19. A highly successful student business operation, Y.O.U.T.H., funded jointly by PROCESS and Model Cities.
20. Teacher attitude change from one of a teacher centered model to one of a student centered resource.
21. The setting up of an auxiliary tutorial program at the Durfee High School by the Durfee Counselor.
22. Maintaining technical support to some of the experimental curriculum programs initiated during the second project year which have become self-perpetuating.
23. The wide spread use of field trips in conjunction with the curriculum.

APPENDIX

REPORT

To the community of interested people • Fall River Public Schools, Fall River, Massachusetts

MAY, 1972, Vol 1:6

AGAIN IN PORTUGUESE

Thanks to the translation of Maria Paiva, President of The Portuguese Cultural Organization, the REPORT reaches the Portuguese speaking in the native language, and is found in the second section.

TRADUÇÀ EN PORTUGUÉS

Graçaas à acção de Maria C. Paiva, presidente da Organizaçao, Cultural Da Juventude Portuguesa, este boletin tode ser agora lido telos portugueses. A traducao dos seguintes artigos encontra-se na segunda parte do "REPORT".

A STUDENT SPEAKS

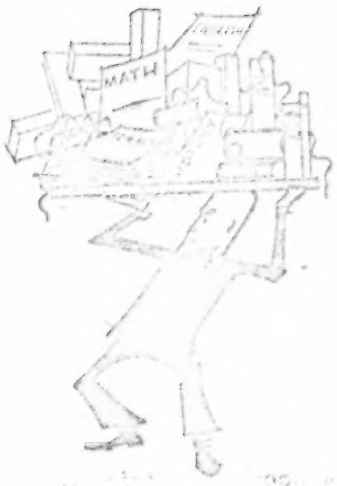
by: Brian Gillespie
President of Morton Junior High

I think Project PROCESS is a dynamite name because it has the meaning of power and go. Project PROCESS is a little different from regular class procedure by the way we are broken up into smaller groups. The purpose of smaller groups is to eliminate slowness and to accomplish grasping things better and faster. All the teachers have shown great interest in helping us to attain a good education. Many new things have been introduced to us such as: contracts, field trips, automechanics and photography which the teachers themselves tried as new things.

In my own mind I feel Project PROCESS has done its job for me.

PARENTS CONTINUE TO GET INVOLVED

Forty or more parents recently met one evening with members of the Morton Junior High Team and some PROCESS staff.



Participant students prepared many displays of their involvements and projects, including the making of "sweets" for refreshments. From this meeting, chaired by Mitchell Estaphan, the Home/School Counselor, many parents signed up for two different weekly meetings. One group has started discussing "Student Problems" and the other "Home-School Issues". These meetings are creating a genuine sense of belonging for the parents and a sense of educational support for the Team.

At the Watson Elementary School all school parents have been invited to two important meetings. One was through the generous cooperation of the staff of the Drug Abuse Program and the other through the staff of the English As A Second Language Program.

At the Fall River Middle School, over thirty participant parents met with the Team and others, to develop a better understanding of PROCESS efforts and to prepare the way for the continuing involvement of parents in their children's educational experiences. The Home/School Counselor made an effort to visit or contact every participant home before the meeting. A May meeting was asked for at which students would reveal some of their experiences of this year.

Parents from the Lord Junior High School met with the Team members one afternoon and agreed to having a future evening meeting, with all the parents of the participants.

At Durfee High School a letter explaining the efforts of the Home/School Counselor was sent out. The parents were also invited to telephone the counselor or to see him in person to learn first hand about what is happening. Encouragingly many parents called, or have since had personal contact with the counselor.

In each meeting with parents interesting and valuable dialogue has developed either in a group setting or in private conversations. These experiences are helping the parents, teachers and PROCESS staff to have a closer working relationship and understanding of each other.

DURFEE ECOLOGY PROGRAM BECOMES NATIONAL MODEL

by Armand A. Dallaire

I had the opportunity of being with Title III, Section 306 at an Environmental

Education Project Directors' Meeting held in Washington, D. C., April 17 and 18.

Title III, Section 306, was an outgrowth of the Elementary and Secondary Education Act of 1965. Since the passage of ESEA the federal role in support of the improvement of Education at this level has been significantly advanced. The nation because of this support, has been engaged in the development of new concepts about education, with the objective of preparing our young people for the practical problems which they will face upon termination of their formal schooling.

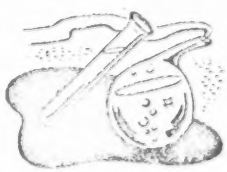
Dr. Wilhelmina Hill, U. S. Office of Education Environmental Specialist who visited Fall River last Fall, identified the High School Science Department Project and PROCESS environmental program, "Project WACE", "water, air, conservation of the environment", as most innovative. She called it "one of the most outstanding programs she has seen in the country."

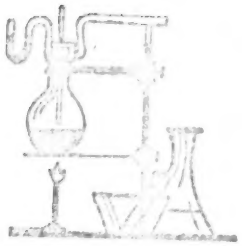
At the Washington meeting, I presented the Fall River Environmental Program as a satellite project to the Title VIII Dropout Prevention Program. It was noted by invited guests and leaders that our program was the only one of its kind in the country. Considerable inquiries were made by the directors of Title III attending the conference.

Supported by High School leadership, the Fall River Program evolved from a Project PROCESS funded micro-project which was most innovative in its dealing with a group of potential dropouts. The environmental program was expanded to a full summer operation with the same specific goals, that is, helping the student participant become better acquainted with his environment and what to do about it. He was trained and given equipment to monitor not only water but air as well, on a regular schedule. This information was not just compiled as an exercise but was put to use by local and state government agencies.

From the summer program evolved an environmental course offered in the High School curriculum. In the 1971-1972 twenty students elected the new course. For the year 1972-1973 forty-three students have already enrolled. This proves the point that activities that confront a basic problem excites today's student and turns him on.

Plans for this summer call for a continuance and expansion of the local environmental studies. The environmental control laboratory will be a component of Camp Interlocken. Studies of the newly created Copicut Reservoir will be intensive. Monitoring of the waters of South Watuppa





Pond, Sawdy Pond and Duval Pond will also be the object of intensive research by the groups concerned. Mr. Roger Dubois and and I, of the Durfee High School Science Department, will teach and direct the students in their research.

At the conference I learned that the purpose of ESEA Title III is to provide "risk funds" for experiments with innovative approaches to the learning process. Locally, our PRIDE Reading Program is so funded. Other innovative projects are: "Cross-Age Teaching" with its basic idea of older students tutoring younger students; "Development Resources Center" is another project which focuses on one overriding goal: to gain a better understanding of the ways children learn. There are over one hundred other projects.

PORTUGUESE IN MAILED ISSUE ONLY

Due to unusual circumstances for the translator, the Portuguese translation was late in arriving. It appears, therefore, only in the mailed copies.

NEW HOME/SCHOOL COUNSELOR AT LORD

A welcome is extended to Edward McGuiness. He recently became the Home/School Counselor at the Lord Junior High.

Mr. McGuiness is not new to the school, having served there for twelve years, during which time he has been a teacher/coach; teaching math for those years. He received his B.S.Ed. and M. Ed. from Bridgewater in '59 and '62. During his master's program he received a certificate as a guidance counselor and as a director of guidance. For four years he was in the Air Force serving in Korea.

Of his new responsibilities he says, "I find the position challenging, with an increase in the opportunity of listening to students."

He sees the role of Home/School Counselor as an asset to the normal administrative process of the school; with the prospect of working hand-in-hand with Henry Lord. He sees the PROCESS emphasis as an opportunity to individualize help to the student, academically and socially, with opportunity for feeding the student back into situations which are not as individualized. Further, Mr. McGuiness

sees that the Home/School Counselor has the chance of broadening the channels of communication; communication that might otherwise be shut off. Such communication, he says, gives obvious insight into family strengths and difficulties; insights which might not otherwise be known.

THE WATSON TEAM SAYS:

"A journey of a thousand miles must begin with a single step." In various parts of our nation one hears those steps - steps of administrators and teachers. They are responding to the challenge of educational change.

Stuart Miller, an advocate of such change, suggests that we reinvent our educational tradition by renewing it. For such renewal he offers the concept of affective education described as that part dealing with emotions, feelings, interests, values, and character.

At the Samuel Watson Elementary School, change is prevalent in all of the classes. In particular, two of the fourth grade teachers, Mrs. Patricia Marques and Mrs. Jeanne Witkowski, have assumed an experimental role during this school year. Primarily through their ingenuity and supported by PROCESS, their classrooms have a new look and a refreshing atmosphere.

Here, the teachers have capitalized on the individual approach. Their pupils must, indeed, work. Yet, they have options. Both teachers have seen general academic improvement. However, more impressed are they by what they sense in the children as a relaxed manner, a desire to learn and a trustful openness.

Part of the daily on-going process of change is the role of the Home/School Counselor, Sister Theresa Payne. Having easy and frequent access to the above-mentioned fourth grades, she has formed with both instructors a team-teaching approach. One of her primary contributions is that of daily group sessions with pupils who so desire this experience. Also, she has individual interviews and makes home contacts. In this way, more of the total needs of each child are met and closer home-school contacts are effected.

The '72 program emphasis has a great potential for change and for the improvement of the human condition. Lao Tze might be satisfied with a single step towards the long journey. What would he say of giant steps made at the Samuel Watson Elementary School? Certainly they are worthy of appreciation, admiration, and imitation.

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FALA UM ALUNO

Por Brian Gillespie, Presidente do "Morton Junior High"

Na minha opinião o "Project Process" é um nome poderosíssimo porque contém o significado de autoridade e acção. O "Project Process" é um pouco diferente daquele do sistema normal das classes pela razão que divide as classes em pequenos grupos. O objectivo desses pequenos grupos é de eliminar o atraso e efectuar uma rápida e melhor compreensão das coisas. De uma maneira geral, todos os professores têm mostrado um grande interesse ajudando-nos a obter uma boa instrução. Muitas coisas novas têm-nos sido proporcionadas tais como contractos, excursões, mecânica e fotografia o que até os próprios professores experimentaram como coisas novas.

Na minha opinião julgo que o "Project Process" tem-me ajudado muito.

OS PAIS CONTINUAM A COLABORAR

Recentemente, reuniram-se à noite mais de 40 pais com membros do "Morton Junior High Team" e alguns dos funcionários do "Project Process". Os alunos que tomaram parte, prepararam muitas exibições relativas à sua participação e projectos, inclusivo o fabrico dos "doces" para a merenda.

Como resultado desta reunião presidida por Mitchell Estaphan, orientador educacional, inscreveram-se muitos pais a fim de assistirem a duas reuniões semanais diferentes.

Um grupo já começou a discutir os "problemas do estudante" e o outro grupo discutirá assuntos que digam respeito ao ambiente familiar e escolar. Estas reuniões estão a despertar nos pais uma autêntica sensação de acolhimento e uma sensação de apoio educativo para a equipe.

Todos os pais foram convidados a assistir a duas reuniões de muita importância, na "Watson Elementary School". Uma das reuniões foi possível graças à cooperação generosa dos funcionários do "English As A Second Language Program".

A equipe do Morton High reuniu-se com mais de 30 pais e outros indivíduos, a fim de juntos desenvolverem uma melhor compreensão dos esforços do programa "Process" e prepararem o caminho para a participação contínua dos pais no campo educativo de seus filhos. O orientador educacional fez todos os possíveis de visitar ou até mesmo de contactar com os pais antes da reunião. Está marcada uma reunião para Maio na qual os estudantes revelarão algumas das suas experiências deste ano.

Os pais dos alunos do "Lord Junior High School" reuniram-se numa tarde com a equipe do "Morton High" e concordaram em reunir-se novamente à noite com todos os alunos que participaram no programa.

Enviou-se uma carta ao Durfee High School explicando os esforços do orientador educacional. Os pais foram também

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convidados a telefonar ao orientador ou até mesmo a avistarem-se com ele a fim de estarem a par do que se está passando. Felizmente muitos vais telefonarem e outros têm tido desde então entrevistas com o orientador educacional.

Nas reuniões com os pais tem-se desenvolvido um diálogo interessante e valioso quer em grupos ou em conversas particulares. Estes conhecimentos têm ajudado os pais, professores e funcionários do "Project Process" a obterem uma maior afinidade de trabalho e um melhor conhecimento mútuo.

O PROGRAMA DE ECOLOGIA DO "BRAYTON HIGH SCHOOL" : CRIA-SE UM MODELO NACIONAL
Por Armand A. Dallaire

Tive a oportunidade de assistir a uma reunião do "Title III, Section 306" que se realizou nos dias 17 e 18 de Abril em Washington, D.C., destinada aos directores do Projecto Educacional Sobre o Meio.

O "Title III, Section 306," foi um resultado do "Elementary and Secondary Education Act" de 1965. Desde a aprovação do decreto "ESEA", o papel do governo nacional a favor do melhoramento do ensino a este nível tem progredido significantemente. Devido a este auxílio a Região tem-se envolvido no desenvolvimento de novos conceitos relativos à educação com o objectivo de preparar a juventude para os problemas práticos que eles enfrentarão quando terminarem a sua educação.

O Dr. Wilhelmina Hill, especialista do Programa Educacional Sobre o Meio, visitou Fall River o Outono passado e reconheceu o projecto do Departamento Científico do Liceu e o "Process Environmental Program," bem como o "Project WACE" quer dizer, água, ar e conservação do ambiente como sendo os mais inovativos. Considera este programa "um dos mais importantes que ela jamais viu em todo o país!

Na reunião em Washington, apresentou o "Fall River Environmental Program" como um projecto satélite do "Title VII Dropout Prevention Program." Foi registado por convidados e líderes que o nosso programa era único deste género no país. Os directores do "Title III" que assistiram à conferência fizeram importantes inquéritos.

Auxiliados pelo chefe do Liceu, o "Fall River Program," desenvolveu-se do "Project Process" o qual foi sem dúvida o programa mais inovador no seu trato com um grupo de possíveis desistentes. O programa do "meio-ambiente" expandiu-se a todo o Verão com as metas específicas finalidades, isto é, ajudando o aluno a familiarizar-se melhor com o seu meio e o que fazer acerca disso. Esta informação não só foi compilada como um exercício mas foi posta em circulação pelas agências locais e estatuais.

Do programa do Verão nasceu um curso oferecido no Liceu.

Em 1971-72 20 alunos escolheram o novo curso. Para o próximo ano já se inscreveram 43 estudantes. Este facto prova que as actividades que confrontam um problema fundamental mobiliza e estimula o estudante actual.

Os planos para este Verão exigem uma continuação e expansão dos estudos sobre o meio local. O laboratório de estudos será um componente do "Camp Interlochen." Os estudos acerca do novo "Copicut Reservoir" serão intensivos. Será também objectivo de uma pesquisa intensiva a admoniçãc das àguas do "South Watuppa Pond," "Sawdy Pond" e o "Devol Pond" por grupos interessados. O Sr. Roger Dubois e eu, professores de Ciências do "Durfee High School," ensinaremos e dirigiremos os alunos nas suas pesquisas.

Tomei conhecimento na conferência que a finalidade do "ESEA, Title III" é de proporcionar "risk funds" para a obtenção de conhecimentos com métodos novos relacionados com o processo de ensino. Outros projectos inovativos são: "Cross-Age Teaching" com a ideia fundamental de estudantes mais velhos explicarem aos mais novos. Ainda outro projecto é o "Development Resources Center" que tem como principal objectivo obter uma melhor compreensão das maneiras como as crianças aprendem. Há mais de 100 projectos diferentes.

NOVO ORIENTADOR EDUCACIONAL NO "LORD JUNIOR HIGH"

As maiores felicitações para Edward McGuiness. Tomou, recentemente, o carso de orientador educacional do "Lord Junior High School."

O Sr. McGuiness não é um estranho no sistera escolar, tendo prestado serviço 12 anos, tempo durante o qual foi treinador e professor de matemática todos esses anos. Recebeu o bacharelato em Ciências pela Universidade de Bridgewater e em 1962 completou o ciclo de licenciatura pela mesma Universidade. Durante o ciclo de licenciatura o Sr. McGuiness recebeu um certificado de orientador e de director educacional. Esteve 4 anos na Força Aérea estacionado na Coreia.

Quanto ao seu novo cargo diz ele: "Acho a colocação estimulante com muitas oportunidades de escutar os alunos."

Encara a função de orientador educacional como vantajosa para o progresso administrativo, na espectativa de trabalhar de mãos dadas com a escola. Considera o ênfase dado pelo "Project Process" como uma oportunidade de ajudar mais o aluno, académica e socialmente; com uma oportunidade de transpor os alunos para situações que não sejam tão individualistas. Mais ainda, o Sr. McGuiness acha que o orientador educacional tem a oportunidade a alargar os meios de comunicação. Tal comunicação diz ele, estabelece um certo equilíbrio entre a firmeza e as dificuldades familiares.

A EQUIPE DE WATSON DIZ:

"Uma longa jornada deve começar com um simples passo." Esses passos já se ouvem em várias partes da Nação - passos de administradores e professores. Estão a corresponder às exigências duma modificação educativa.

Stuart Miller, o defensor de tal modificação, sugere que recriemos a nossa tradição educativa. Para tal renovação sugere o conceito de uma educação afectiva descrita como sendo aquela que diz respeito às emoções, sentimentos, interesses, valores e carácter.

Na escola primária de Samuel Watson, a mudança faz-se sentir em todas as classes. Duas professoras, nomeadamente as Srªs Ds. Patrícia Kerques e Jeanne Witkowski, assumiram um papel a título experimental durante este ano escolar. As salas de aula têm uma nova aparência e uma atmosfera agradável devido à habilidade das professoras e ao apoio do "Project Process."

Neste caso, os professores empregaram o método individual. Os alunos devem, na verdade, trabalhar. Não obstante, os alunos têm outras alternativas. As duas professoras têm notado um aperfeiçoamento escolar. Contudo, estão mais impressionadas por julgarem as crianças mais descontraídas, um desejo de aprender e uma sinceridade verdadeira.

A orientadora, Irmã Theresa Fayne, tem a seu cargo parte da movimentação diária do programa. Formou com ambas as professoras um novo método de ensino chamado o "team-teaching," na medida em que a Irmã Theresa Fayne está directamente ligada com os alunos da 4ª classe. Uma das contribuições mais importantes da Irmã Theresa Fayne, é aquela que permite os alunos a reunirem-se diàriamente em grupos. Ela entrevista também os alunos e contacta com os pais deles. Deste modo, se satisfaz a maior parte das necessidades de cada criança e os contactos efectuados entre a família e a escola são mais íntimos.

O programa deste ano permite alterações e aperfeiçoamento da condição humana. Lao Tze pode estar satisfeito com um simples passo em direcção à longa jornada. Que diria ele dos passos gigantescos dados na "Samuel Watson Elementary School?" Certamente são dignos de apreciação, admiração e imitação.

INSTRUÇÃO MÚTUA ATRAVÉS DE EXPLICAÇÕES

Por James Wallace, Coordenador da Instrução

O programa "Youth Tutoring Youth" aplica-se às necessidades que os alunos das escolas primárias e secundárias têm de explicações. O programa "YTY" tem lugar depois da escola designado a que jovens de 14 a 15 anos dêem explicações aos alunos mais novos que necessitem de ajuda. Deste modo 30 dos alunos mais fracos do "Morton" e "Lord Junior High,"

são responsáveis pela programação, desenvolvimento e planos de estudo destinados a 60 alunos das escolas "Carroll" e "Aldrich". A maior parte dos objectivos visam o enriquecimento de actividades destinadas às necessidades individuais de cada aluno.

Os centros onde se efectuam as explicações ("Norton" e "Quequechan") são dirigidos por professores que em primeiro lugar são responsáveis pela instrução dos alunos durante o dia escolar. Esses professores ajudam os alunos a obterem habilidades e conhecimentos relativos aos métodos de ensino.

Este programa permite uma melhor compreensão do processo de ensino aos explicadores; reforça o desenvolvimento de habilidades, permite uma aceitação mais responsável perante o ensino e o desenvolvimento de uma atitude mais positiva quanto a instrução.

UMA OBSERVAÇÃO DUM PAI ACERCA DO SEU FILHO

Em conversa amena numa reunião com os pais no "Norton Junior High," o Sr. Frank Gillespie disse muito de favorável acerca dos conhecimentos obtidos pelo filho durante este ano no "Project Process." Devido a esta franca expansão o editor achou apropriado entrevistar o Sr. Gillespie. Da entrevista com ele registamos alguns dos assuntos a que ele se referiu acerca dos conhecimentos do filho:

"Sinto-me satisfeito com o progresso do meu filho; sinto-me satisfeito por ele ter melhorado a sua atitude acerca do trabalho de casa. Agora logo que esteja pronto vai para o seu quarto, fecha a porta e não sai de lá até que acabe o trabalho de casa."

"Estou satisfeito pela maneira como ele compreende as coisas. Parece mais maduro este ano pela maneira mais rápida que entende as coisas. Não sei qual a razão, mas julgo que esse melhoramento está relacionado com o modo que os professores o tratam. Este ano tem tido um interesse maior na escola."

PROJECT VIII

PROCESS "Report"

Fred Ryan, Acting Director

Albert W. Garner, Editor

Robert J. Nagle -

Superintendent

PROJECT VIII

"PROCESS"

Fall River School Department

33 Quequechan Street

Fall River, Mass. 02723

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FALL RIVER, MASS.
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STUDENT INFORMATION SURVEY

Student's name: _____ Age: _____ School Henry Lord

Course of study or group: _____

If from an immigrant family, approximately how many years a U.S. resident: _____

FACTOR	WEIGHTS +3	+1	0	-1	-3	SCORE
1. Reading level (years)	-2 or less	-1 to -2	0	+1 to +2	+2 or more	
2. Age - Grade placement (years)	-2 or less	-1	0	+1	+2 or more	
3. Achievement Rank (Average of 4 major subjects)	Lowest Quartile tile (D or less average)		2nd or 3rd quartile (B or C average)		Highest quartile (above B average)	
4. Attendance ($\frac{1}{2}$ year)	frequent (11 or more days missed)	Irregular (6-10 days missed)	Regular (less than 6 days missed)			
5. Disciplinary Record	Serious (Suspended or expelled)	Minor (warned or counseled)	None			

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Student Information Survey

Directions for Completing Factors, 3, 4 and 5

A. Home room teachers please fill out the following:

1. Name, school, address, immigrant status, course of study or group, age.

2. Achievement Rank (3) - average of 4 major subjects for first 2 quarters. Place student in bottom ¼, 2nd or 3rd ¼, or top ¼.

3. Attendance - days absent. 11 or more; 6-10 irregular; less than 6. Add a note in the far right if poor attendance is due to illness (1ST 2 QTRS.).

4. Disciplinary record for first 2 quarters. Minor means "warned or counseled by administration for reason of conduct."

If there are circles in column headed +3 or column headed +1 or if the student is an immigrant: then these sheets should be set aside for completion.

If there are no circles in columns +3 and +1 and if the child is not an immigrant - paper clip these sheets together - mark them "no follow up" and return them to _____

DIRECTIONS FOR COMPLETING FACTORS 1 AND 2: (only for "follow ups")

B. Staff who are completing the follow ups:

Item 1. Add present reading level to age at entrance to 1st grade. Subtract age at which last grade was completed from this sum.

Example:	present reading level & age at entrance to 1st grade	6.2 +6.0
	-age at completion of last grade from which the achievement score comes	12.0 14.0
		-1.8 (circle -1 to -2)

Item 2. Add (a) year of birth
(b) last grade completed
(c) age at entrance to 1st grade (if unknown use 6 yrs.)
Then subtract:
(d) year in which last grade was completed

Student Attitude Questionnaire

You will read a set of statements, after each statement there will be three choices, agree, undecided, and disagree. Choose one of the choices according to the way you feel about the statement. This is not a test, take your time and answer the questions according to the way you feel.

*Circle your choice on the answer sheet.

1. I like to break into small study groups.
2. I think my teachers are trying to help me more this year.
3. I like my school.
4. Our school rules are fair.
5. I am learning more this year.
6. There are a lot more activities in school this year.
7. If I want to do my own project in school, my teachers will let me.
8. I like it better when two teachers are in the room.
9. My learning is more important than competing with the class.
10. I am treated fairly in school by my teachers.
11. When I have a school problem, I know that I can go to my teachers.
12. I hate school.
13. I don't think school will ever help me.
14. I don't think detentions do any good.
15. I am not learning what I want to learn in school.

16. I like my school work more this year than last year.

17. I learn more when two teachers are in the room.

18. We do the same thing over and over again in school.

19. Most school punishments are fair.

20. School rules are necessary.

21. My classes are usually interesting.

22. I am making my own decisions about what I learn.

23. I think I am going to quit school.

24. It is better now since we moved into the new classrooms.

25. When we break into small groups, I learn more.

26. There are too many rules and regulations in school.

27. When I need help, I know that I can ask my teacher and he/she will help me.

28. I enjoy being in school this year better than last year.

29. My teacher listens to what I have to say.

30. My school is fair when a student breaks the rules.

31. I am graded according to what I do and not according to what the class does.

32. I would go to another school rather than this one if I could.

Q-School

Student Attitude Questionnaire Responses

Curriculum Effectiveness

Statement	Agree	Not Sure	Disagree
I am learning more this year.	7	2	1
There are a lot more activities in school this year.	7	2	1
If I want to do my own project in school, my teachers will let me.	7	3	0
My learning is more important than competing with the class.	3	5	2
I am not learning what I want to learn in school.	4	3	3
I like my school work more this year than last year.	8	1	1
I learn more when two teachers are in the room.	4	3	3
We do the same things over and over gain in school.	3	1	6
My classes are usually interesting.	4	4	2
I am making my own decisions about what I learn.	5	4	1
When we break into small groups, I learn more.	4	5	1
I am graded according to what I do and not according to what the class does.	9	1	0
	67 55%	34 28%	21 17%

Teacher Effectiveness

Statement	Agree	Not Sure	Disagree
I think my teachers are trying to help me more this year.	9	1	0
I am treated fairly in school by my teachers.	8	2	0
When I have a school problem, I know that I can go to my teachers.	8	1	1

Teacher Effectiveness Continued

Statement	Agree	Not Sure	Disagree
When I need help, I know that I can ask my teacher and he/she will help me.	8	2	0
I enjoy being in school this year better than last year.	8	1	1
My teachers listen to what I have to say.	7	3	0
	46	10	3
	83%	17%	5%
School Effectiveness			
I like my school.	10	0	0
Our school rules are fair.	7	1	2
I hate school.	3	4	2
I don't think school will ever help me.	2	4	4
I don't think detentions do any good.	8	0	2
Most school punishments are fair.	2	3	5
School rules are necessary.	7	0	3
I think I am going to quit school.	4	3	3
It is better now since we moved into the new classrooms.	6	1	3
There are too many rules and regulations in school.	6	1	3
My school is fair when a student breaks the rules.	6	4	0
I would go to another school rather than this one if I could.	1	3	6
	58	24	37
	48%	20%	31%

FALL RIVER PUBLIC SCHOOLS FALL RIVER, MASS.

EXIT INTERVIEW

NAME OF STUDENT _____
LAST FIRST MIDDLE

SCHOOL _____ GRADE _____

DATE OF INTERVIEW _____ AGE LEAVING _____
Years Months

INTERVIEWER _____ DATE LEFT SCHOOL _____

NAME OF PARENTS OR GUARDIAN _____

ADDRESS _____

PHONE _____

	BOTH PARENTS	MOTHER ONLY	FATHER ONLY	OTHER
LIVING WITH (circle)				

OTHER PERTINENT FAMILY INFORMATION _____

IS FAMILY ON ADC OR WELFARE _____

APPROXIMATE NUMBER OF TIMES STUDENT HAS RECEIVED A COUNSELING SESSION DURING THIS SCHOOL YEAR _____

LIST ANY TITLE VIII PROGRAMS THE STUDENT TOOK PART IN (include year and duration
Examples: CAMP, Y.O.U.T.H. Y.T.Y.)

_____

_____ OTHER PROGRAMS (ex. NYC, ESL

_____ _____

IF PORTUGUESE, HOW MANY YEARS IN THE STATES _____

PRIMARY REASON FOR LEAVING SCHOOL (check one after exploring all areas with the student)

_____ Desire to get job and money (underline one: for self, for family, both)

_____ Curriculum irrelevant to him _____ Pregnancy

_____ Parental decision _____ Personal clashes with teachers/ principals

_____ Feelings of Failure _____ Lack of counseling

_____ Dislikes School _____ Unable to identify a reason

_____ Other (describe) _____

Fall River "Project Process"

BEHAVIOR CHECKLIST FOR TEACHERS

I. Behaviors that tend to promote individualized instruction

Teacher:	OBSERVATION SESSIONS 1	2	3	4	5	Total Present
• uses small groups in class						☐
• mingles and moves about classroom						☐
• allows student initiation, questions and interruptions						☐
• leaves students alone to pursue interests						☐
• encourages students for seeking specific areas, projects, or other students						☐
• listens and responds to student questions						☐
• provides individual help and advice						☐
• allows some confusion, noise and movement						☐
• delegates tasks and responsibilities to individual students						☐
• handles discipline problems in the class						☐
• provides alternatives and other resources for students						☐
• has ready packets of study materials that individual students might use						☐
• has created special work areas						☐
• allows peer teaching						☐

TEACHER: _____

OBSERVER: _____

SUBJECT AREAS COVERED BY EACH OBSERVATION SESSION:

1 _____ 4 _____

2 _____ 5 _____

3 _____

II. The affective domain

Teacher:	OBSERVATION SESSIONS 1	2	3	4	5	Total Present
• asks for the feelings of the students						
• leads students to conceptualize their feelings and the feelings of others						
• validates having a feeling or commitment						
• moves easily from substantive- to feeling-level interpretations and discussions						
• suggests alternative feelings and responses students might have to a situation						
• elicits students' preferences and priorities						
• values individual differences						

III. Student-centered versus teacher-centered curricula

Teacher:	OBSERVATION SESSIONS 1	2	3	4	5	total Present
• changes from outside learning to discussion and dramatization frequently						☐
• picks up on the feeling level of the students						☐
• aids students in creating their own curriculum and adapting study areas to their own use						☐
• rewards individual students frequently						☐
• uses a democratic process during discussions						☐
• uses brainstorming and problem-solving techniques						☐
• encourages projects on an individual level and provides time and encouragement for their being carried out						☐
• trusts and gives responsibility to students for free time						☐
• helps students to set reasonable limits on behavior and reasonable expectations of learnings						☐
• answers difficult and personal questions openly						☐
• works with students individually and/or in small groups						☐
• allows students to be alone						☐
• creates opportunities for many students to participate and respond						☐
• uses learning contracts						☐
• talks less than the students						☐
• encourages students to ask one another questions and to interact with one another generally						☐

Date:
Group Attended:

Reaction Form for Meeting

1. Circle the words listed below that answer the accompanying statement.

A. How do you think others are feeling about released-time at this point?

bored	dont' know	turned on	ambivalent
excited	dull	low	fair
satisfied	angry	tired	absurd
disgusted	hopeless	unsure	rewarding
frustrated	ecstatic	questionable	turned off

B. How are you feeling about released-time at this point?

bored	don't know	turned on	ambivalent
excited	dull	low	fair
satisfied	angry	tired	absurd
disgusted	hopeless	unsure	rewarding
frustrated	ecstatic	questionable	turned off

2. Did you find yourself wanting to say things during the meeting that you didn't actually say?

Never A Few Times Fairly Often Frequently Very Frequently

3. Were there any particular reasons why you did not contribute?

4. As a result of today, has your interest in the released-time program

increased____ remained the same____ decreased____

5. In what way do you think the staff resource person could have been more helpful?

6. What did you like about this meeting? How could the meeting have been improved? Any additional comments you wish to make.

Group Expectations Questions - 1A and 2
Individual Expectations Questions - 1B and 4

Note: Neutral Response category will contaminate both the positive and negative observations. Any evaluation of this data should keep this point in mi

Q-School Interview (Telephone)

Student Name_____

After student has matriculated at Q-School three weeks, a parent interview will be required.

Introduction: Hello Mr. or Mrs._____my name is_____ and I'm from Q-School. I'd like to ask you if you would mind being interviewed about your son/daughter?

Yes_____ No_____

If yes, proceed: The interview will consist of questions about your son/daughter concerning his/her role in the public schools. Try to answer the questions the best you can. Okay, we're ready to begin.

1. Are you aware of the reason_____was transferred to Q-School?

   Yes_____ No_____

2. Was the reason for disciplinary reasons or academic reasons?

   Discipline_____ Academic_____ Other_____

3. Will you briefly explain the reason for the transfer?

4. To Interviewer: Was parent aware of the transfer reason?

   Yes_____ No_____

5. Do you think_____was treated fairly by the school/administration?

   Yes_____ No_____

Now I'd like to ask some questions about_____pertaining to his/her attitude and behavior before he/she left his/her home school and are now attending Q-School..

6. Did _____every stay back a grade?

Yes_____ No_____

7. Can you pinpoint at all when_____started to have problems in school?

Summarize response._____

_____

_____

_____

8. Is_____difficult to handle at home?

Yes_____ No_____

If yes, would you explain briefly the problem?

_____

_____

_____

_____

9. Do you think_____was getting alone well academically and socially at his home school before the transfer?

Academically Yes_____ Socially Yes_____

No_____ No_____

10. Have you noticed any noticeable changes in_____ since his transfer to the Q-School?

Yes_____ No_____

Describe:_____

_____

_____

_____

_____

11. Do you think Q-School has helped?

Yes_____ No____

12. In your opinion does_____seem better adjusted at Q-School?

Yes_____ No_____

13. Are you in favor of the concept of Q-School as an alternative for your son/daughter?

Yes_____ No_____

Questionnaire

Directions: The purpose of this questionnaire is to ascertain whether Project Process has a clear channel of communication with the members of the principals' committee and the Advisory Council. You will find five choices after each question. Please circle the choice which best indicates your feelings.

Likert weight scale a=5; b=4; c=3; d=2; e=1

1. Project Process has provided information and feedback about Process activities to our group.

   a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

2. Project Process shows a willingness to discuss issues that are important to our group.

   a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

3. When a problem arises that pertains to my group, Process staff usually tries to negotiate a resolution to the problem.

   a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

4. Project Process listens to our suggestions.

   a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

5. Project Process makes its plans and goals clear to our group.

   a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

6. When additional information is requested, the Process staff provides our group with the information.

   a. strongly agree b. agree c. neutral d. disagree e. strongly disagree

Performance rating. You will notice a line with two extremes, hi and low. Place an X at the point in the line which best illustrates your rating of the overall performance of Project Process.

hi_____low

Briefly explain ways in which Project Process may improve its interaction with your group.

Test #1 Graphics

Y.O.U.T.H.

1. Graphics is best defined as the production of:
   a, letters and forms
   b. charts and graphs
   c. the printed page

2. A thumb-nail sketch is
   a. a small drawing
   b. a sketch of your thumb
   c. a drawing the size of your thumbnail

3. A rough lay-out is the best described as:
   a. a small sketch showing items to be included in the printed page
   b. a full size drawing showing all items to be included in the printed page
   c. an accurate, detailed drawing in ink showing all items to be included in the printed page.

4. The adhesive best suited for making a paste-up is:
   a. Elmer"s Glue
   b. rubber cement
   c. epoxy

5. A T-square is used primarily to:
   a. draw horizontal lines
   b. draw parralel lines
   c. both of the above

6. The two triangles used in drafting are:
   a. one 45 and one 30 to 60
   b. one 35 and one 40 to 90
   c. one 55 and one 30 to 40

7. A drafting compass is used to
   a. draws a radius
   b. find north
   c. draw a circle

8. A ruler is used to
   a. measure

b. draw a line
c. both of the above

9. The ink best suited for use in a ruling pen is:
a. washable blue-black
b. waterproof ball-point
c. india ink

10. A cube has
a. 4 sides
b. 6 sides
c. 8 sides

11. Capital letters are correctly referred to as Upper Case. True or False

12. Small letters are correctly referred to as Lower Case. True or False

13. A correctly hand-lettered line, when squinted at, should appear as an even shade of gray. True or False

14. In printing, justification refers to the evenness of each line in a column of type. True or False

15. The best way to disguise raw edges in a paste-up is to be sure that the paper is clean. True or False

16. A 4-h pencil is best suited for free-hand sketching. True or False

17. Silk screen printing can be applied to paper, cloth, wood, and metal. True or False

18. The offset method of printing is based on the principle that oil and water don't mix. True or False

19. The best way to remove excess rubber cement from a sheet of paper is with the proper solvent. True or False

20. A flow-chart shows the number and sequence of operations required to complete a product. True or False

Table Saw

1. What is the rip fence? What is the cross cut guide? What is theblade?

Choice of A, B, C.

2. Cross cut guide is always used for a _____ operation.
   A. ripping B. cross cutting C. slotting

3. A rip fence is always used for _____ operation.
   A. ripping B. cross cutting C. Mortising

4. When operating thetable saw you must always try to avoid
   A. the rip fence B. thecross cut guide C. theblade

5. How much should theblade protrude above thethickness ofthematerial to be cut.
   A. ¼ inch B. 1/8 inch C. ½ inch

6. When doing theripping operation on the saw, theproper blade to use is the
   A. cross cut B. combination C. rip D. B and D

7. The blade on thetable saw can tilt from 0 degrees to
   A. 30 degrees B. 45 degrees C. 80 degrees D. all three are correct

Thickness Planner

8. The limit of cut on one operation on the thickness planner is
   A. 1/8 inch B. ¼ inch C. 1/16 inch

9. One should look in thethroat of the thickness planner while it is in operatic
   True or False

10. One should stand to the side of the machine while thework is fed into the thickness planner? True or False

11. The depth ofcut of thethickness planner is changed be raising or lowering the A. Blade B. table C. chip guide

12. How many times will a board have to pass through the machine in order to reduce a 3/4 inch board to 1/8 inch thickness? A. 3 times B. 5 times C. 1 ti

Band Saw

13. The wheels of the band saw are cushioned with rubber tires to cushion the blade and prevent _____. A. slipping B. twisting C. breaking

14. The upper guide should be set about ____ inches above thework.
   A. 1 inch B. ¼ inch C. 3 inches

15. Wheel guard doors must be closed and blade properly adjusted before turning the machine on. True or False

16. Allow the band saw to reach full speed before starting to feed the work.
   Ture or False

17. The stock must beheld flat on the table when cutting on the band saw.
   True or False

18. Hands must be at least 2 inches from the blade of the band saw when the saw is in operation. True or False

19. Band saw cuts must be planned to avoid packing out of curves whenever possible. True or False

Jointer

20. The size of the jointer is determined by the length of the_____.
A. bed B. knives C. fence

21. The three main parts of the jointer which can be adjusted are _____, _____, _____ . infeed table, outfeed table, fence, switch box, clean out door, motor.

22. Even though the guard is in place and you are holding the stock, your hand should come closer than _____ to the cutter head.
A. 1 inch B. 2 inches C. 5 inches.

23. The depth of cut on the power planner is changed by raising or lowering the _____ _____
A. outfeed table B. infeed table C. motor

Jig Saw

24. When operating the jig saw the hold down should be adjusted so the work will not raise off the table. True or False

25. When the jig saw is running do not permit your fingers to get in direct line with the blade. True or False

26. Production line is such that an item is _____.
A. mass production B. put together piece by piece by more thanone person
C. One person doing the whole job by himself D. Both A and B

27. A conveyer belt is a piece of machinery which transport parts or completed projects to different areas within the shop. True or False

28. Raw material is material which is at its basic form. True or False

29. In modern industry the worker completes one operation on the object as it moves down the assembly line. True or False

30. A motion study person helps a worker perform his task more effectively. True or False

31. Jigs and machine fixtures are provided by the industrial engineering section. True or False

32. Another function of industrial engineering is plant layout. True or False

33. Preventive maintenance will often prevent potential sources of trouble before actual trouble occurs. True or False

34. Shutting off source of power to machines before repair or adjustments are made is a good safety factor. True or false

Test # 3 Sales, Supplies and Advertising

True or False

1. A salesmans delivery is the key to the sale. True or False
2. A salesman represents everyone in the project to the community. True or False
3. Without a good sales force our project is bound to fail. True or False
4. Advertising makes the salesmen's job easier. True or False
5. A supply clerk is responsible for the flow of production. True or False
6. A salesman who doesn't sell doesn't eat regularly. True or False
7. Supply in business is often taken for granted until an item is out of stock. True or False
8. L.I.F.O. and F.I.F.O. are two methods of inventory control. True or False
9. Word of mouth can be a good means of advertising. True or False
10. The appearance of a salesman can ruin a sale. True or False
11. A salesman needs the tools of the English and Math to do a good job. True or False
12. Advertising in business spends millions each year. True or False
13. The product must be visable to make a sale. True or False
14. All sales must be recorded in triplicate. True or False
15. Over ordering of a good, can cause a storage problem. True or False
16. The supply team has to work close with the clerical area. True or False
17. Tool room inventory has to be done on a daily basis. True or False
18. A screw has to be identified by use, head size and length. True or False
19. A supply clerk has to know the use of all tools and hardware. True or False
20. The key to a supply room's efficiency is its inventory re-order level. True or False'
21. Advertising is the means of introducing a product to the public. True or False
22. Supply clerks are a jack of all trades for a shop, he must know the function and use of all his materials. True or False.
23. Advertising is the life blood of an industry. True or False
24. Supply involves dispatching, shipping, and receiving. True or False
25. Supply is directly responsible for the flow of finished materials. True or False

Name_____ Project Y.O.U.T.H. #27

Clerical Dept

Circle Answer

1. There are two kinds of letter type in typing. T/F
2. When filing names of persons go by the last name. T/F
3. Pica and elite are the names of two types in typing. T/F
4. To make a capital letter in typing you use the space bar. T/F
5. Record keeping and bookkeeping are different. T/F
6. Horizontally means up and down. T/F
7. Always look at the typewriter when typing. T/F
8. Space twice after a comma in typing a sentence. T/F
9. There are 5 strokes to an average word in typing. T/F
10. Speed is more important than accuracy in typing. T/F
11. Organization is very important in a business office T/F
12. Delegate means to scold someone. T/F
13. Space twice after a semi-colon in typing. T/F
14. A full sheet of typing paper measures 8"x11". T/F
15. Haste makes waste. T/F
16. There are 6 lines to an inch going up and down in typing. T/F
17. There are 85 spaces to a sheet of typing paper going across. T/F
18. Your eyes should always be kept on the copy when typing. T/F
19. Neatness in dressing are not important in a business office T/F
20. A calculator is an automatic pencil sharpener. T/F
21. The initials Y.O.U.T.H. mean Youth Oriented United Team Help T/F
22. Space once after an apostrophe in typing. T/F
23. Always use the paper release when taking out the paper in typing T/F
24. Neatness and accuracy in keeping records are a must. T/F
25. The center point of a pica typewriter is 43. T/F

Scoring

Number right \

Number wrong _____

Grade _____

KEEROCK ROOK AND ASSOCIATES

MEMORANDUM

TO Participants of Youth Workshop

FROM Keerock Rook and Associates

DATE June 6

SUBJECT Workshop Notes

This work memorandum is separated into two sections: the first contains a list of information obtained from the workshop; in the second section we would like your comments on questions prompted by the workshop.

Two copies of the memorandum and a stamped, self addressed envelope are included for your convenience. Only one copy need be sent back to us with your comments.

Contact with the community will be essential to the preparation of the final report. As noted at the workshop, a Citizens' Board will be created to provide an adequate cross section of the community for this purpose. It will be the vehicle through which ongoing community input will be solicited. Would you either write your recommendations for representatives to the Board on a separate piece of paper or call 7-9940. The Board will be constituted by Thursday, June 22.

Your name is on our mailing list and as additional action takes place we will do our best to keep you informed; please let us know what you hear as well.

Section 1: Information from the Youth Workshop

1. Participants identified several subdivisions of youth, each of which has its own needs: (a) pre-school (b) 6-10 yrs. old (c) 11 to 16 (d) 17 and older.

2. Fall River youth are influenced by a larger "system," including the home, neighborhood, schools, and economic situation of Fall River. It is the various parts of this system which have failed the youth of the city.

3. Young people are, in fact, "little adults," but are confronted by a system that deals with them as meaningless individuals.

4. The problems of young people are often rooted in the family.

5. Juvenile delinquency is relatively low in Fall River. The major categories of crime are auto thefts and runaways. Most delinquents are between the ages of 10 and 16. The "repeaters" account for most serious crime.

6. Drugs are declining among youth between the ages of 10 and 16. They are rapidly increasing among youth 17 and over. Most drug use involves pills.

7. There is a lack of communication between youth and older generations.

8. Problems among young people in Fall River stem from a lack of motivation, which arises from a number of causes:
(a) apathy among parents and adults in general
(b) a depressed economic situation

Specifically, parents steer their children away from lives in the mills, while the school system fails to provide them with the necessary skills to escape that system, and the economic outlook offers little hope of escape for those who do. Consequently, young people are discouraged and find little hope for a better life.

9. Many of the most qualified young people seek to leave the city for better opportunities elsewhere.

10. There is a lack of job opportunities for youth, and available jobs amount to "hand outs."

11. Education in Fall River:

(a) The Fall River school system does not provide a sufficiently rich or innovative experience for the city's youth.
(b) Students from troubled homes face great difficulties in surviving the adverse conditions encountered in the school system. Those from more stable homes are better equipped to overcome the boredom and meaninglessness of the educational experience they encounter.
(c) The Drop-Out rate reflects a failing of the school system rather than a failing of youth
- Drop-out prevention centers on innovation in the school system rather than on "correcting" youth. We must begin by teaching the teachers.
(d) SMU and BCC rely on contacts with youth that are not part of the school system because these contacts are considered more vital.
(e) The school system is only one part of a much larger process of education which continues for all persons beyond the schools.
(f) City schools are still geared toward producing young people for an unskilled labor market.

12. Diman Vocational: Its impact on the community was questioned. Specifically:
(a) Entrance exams were seen as discriminatory and selective.
(b) There was a lack of choice in courses
(c) There was a lack of co-operation onthe part of unions.
(d) Most graduates do not pursue careers in the field in which they are trained.
(e) Diman's programs lag behind the age groups needing them the most. People most in need of its programs are disqualified

by age.

13. Workshop suggestions:

(a) Programs to train new parents as a source of prevention.
(b) Mental Health education programs.
(c) More recreational facilities
(d) Psychological and guidance programs to focus on youth at lower age levels.
(e) Information in the family life field.
(f) Rehabilitation facilities for youthful offenders.

Section II: We would appreciate your comments, corrections, etc. on the information presented in Section 1. Also, we have posed some additional questions for your consideration and comment.

1. What do you think the Community Renewal Program should attempt to do:

   a) for youth?
   b) for the city as a whole?

2. What effect would greater involvement of youth in political and economic decision making have?
   What forms do you think this involvement could take?

Point Blank, Vol 1, #6, April '72, p. 2.

Morton Jr. High Scene Of Dissention

by Lorraine King

Area III Policy Board Member

Community Detroit - Program, newspaper

Several things have happened at the Morton Junior High School in the North End.

Stealing, students being harrassed by teachers, a lack of rules and regulations governing school policy on certain matters, disorderly classrooms, an inadequate counselling system (students, need someone to talk to).

A lot of the parents and teachers at the school are pretty upset. So we got together over some coffee and decided to organize a Parents Action Group to see if we could get a better understanding of the problems. The first thing we saw we had to do was establish better communication with the teachers. We found that while there are some teachers always who are hard to communicate with, there are many who are as anxious as we are to see solutions to these problems and are very easy to talk to and work with.

Project Process and some of its teachers and counsellors at the Morton School have started us thinking. Parents who have children in Process have noticed a big change in both attitude and marks. Most of these students have been helped by Process staff to get back into the swing of school and we parents want to see this change spread to earlier classes. Process only exists as a full program in the ninth grade. We want it in the first through the eighth. By ninth it is almost too late.

We've been having meetings both at the Trailer, at the school on President Avenue, and at the North End Community Center.

At the last meeting we decided to organize a larger meeting to involve other parents who are having the same problems we are.

So, we need your help and your ideas. Come to our Thursday night meetings at the Process Trailer, or call 9-4559 and ask for Lorraine King. We would like to hear from you.

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APRIL SCHOOL ARTICLE STIRS REACTION

Point Blank, May 1972

by Morton Parents Group

Last month's article about problems in the Morton School caused a minor uproar. An emergency meeting of the faculty was called to discuss the complaints, who wrote the article, and how it got in the paper.

Before that meeting, Mrs. Lorraine King, Mrs. Delores Walker, and Mrs. Alice Dunham went to the school to speak with Mr. Shapiro, the Principal. Nobody seemed to want to talk about the problems at the school but only about how awful and untrue the article was. The meeting was stormy and not much was accomplished. It was agreed to meet again. Mr. Shapiro also stated that parents who feel they have problems or whose children are having problems should feel free to visit the school, talk to teachers and seek solutions. We want you to call us though because we'll support parents.

After that meeting parents got together again to figure out a plan of action. Mrs. Jackie Audette and her husband Arthur felt that some sort of group action was necessary. "I've had lots of problems with different schools," said Mrs. Audette, "and I found that one person alone can't accomplish much. What we need is a good group to push for some changes and it looks like we're starting to move. That article in Point Blank shook them up, but I think they need to be shook up more."

Not one parent we have talked to has said that anything in the article was untrue. In fact most said the administrators would have been more upset if we had given some of the stories that we've talked about privately.

At the second meeting Mr. Shapiro refused to let Josh Coburn and Kathy Boucher attend. We asked that they be allowed to sit in but Mr. Shapiro closed the door in their faces. Kathy is a member of the North End Area Policy Board and will have a son at Morton in the Fall. Because of what she had heard about the school she wanted to find out first hand the story. Josh has been helping from C.F.C.

Mrs. King wants all parents to know that they are invited by Mr. Shapiro to visit Morton. They can go in groups of three and it would be best if they'd call Mrs. King at the North End Center, telephone no. 94559, or drop by at the Center, 1717 North Main Street.

We want to talk to you and hear how you feel.

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School Field Trips Seen As Basic Learning Aid

3/16/72
F.R. Herald

Project Process of the Public Schools, sees field trip experiences as a part of the basic ingredient for improving the learning experience of participant students. It is the philosophy of the project leadership that opportunity for a variety of experiences in today's world gives students an enrichment for a broadened base out of which to speak, write, think and feel.

Among the several participating schools in the current school year, trips have included at least the following walking the streets of the city; time in North Park, including a picnic; visiting Notre Dame Church; touring the Holsum Bread plant; attending the International Fair in Boston; visitation to the General Motors assembly plant in Framingham; visiting the Boston Aquarium.

The visit to the Framingham plant is tied to a program at the Morton Junior High School. One of the teaching team members offered auto mechanics as an elective course. An old car has been purchased and is being reconditioned. Auto manuals have been gathered from General Motors and other sources and the students are studying them as they work on the car.

In the interest of giving students experiences outside of the city, some 80 student participants, from the Morton Junior High School, went to Boston on Wednesday to visit the Science Museum. The students were accompanied by members of the Morton staff who work for or in cooperation with Project Process.